

**THE EFFECT OF USING *COMMUNICATIVE CARTOON MOVIES* ON
THE TEACHING OF WRITING SKILL AT THE SECOND GRADE
OF SMPN I ARJOSARI, PACITAN, EAST JAVA
IN THE ACADEMIC YEAR OF 2011/2012**

Presented as Partial Fulfillment of the Requirement for the Attainment of the
Sarjana Pendidikan Degree in English Language Education

A Thesis

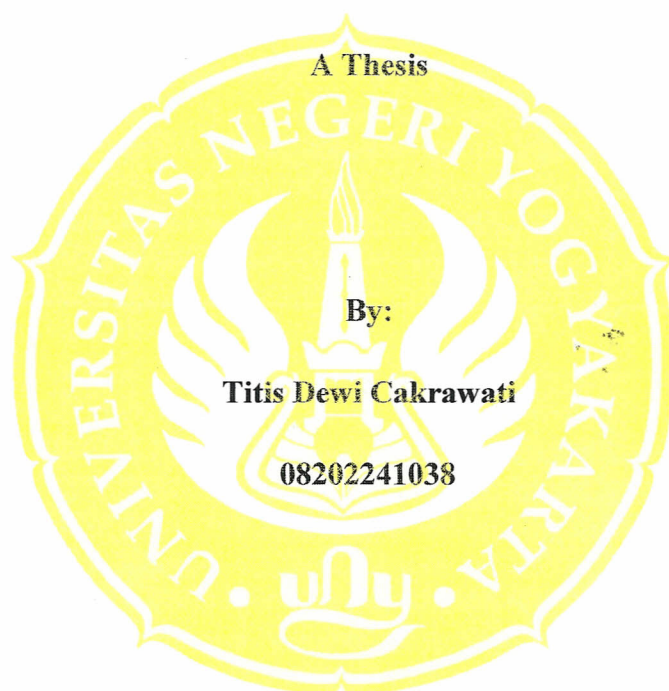


By:
Titis Dewi Cakrawati
08202241038

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
2012**

APPROVAL SHEET

**THE EFFECT OF USING *COMMUNICATIVE CARTOON MOVIES* ON THE
TEACHING OF WRITING SKILL AT THE SECOND GRADE
OF SMPN I ARJOSARI, PACITAN, EAST JAVA
IN THE ACADEMIC YEAR OF 2011/2012**

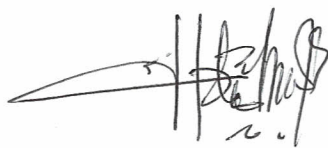


Approved by the Consultants on August 1, 2012

First Consultant


Drs. Abdul Ghani Johan, M. Ed.
NIP. 19480722 197603 1 001

Second Consultant


Siti Mahripah, M. App. Ling
NIP. 19800913 200501 2 001

RATIFICATION

**THE EFFECT OF USING *COMMUNICATIVE CARTOON MOVIES* ON THE
TEACHING OF WRITING SKILL AT THE SECOND GRADE
OF SMPN 1 ARJOSARI, PACITAN, EAST JAVA
IN THE ACADEMIC YEAR OF 2011/2012**

Accepted by the Board of Examiners of the Faculty of Languages and Arts, State University of Yogyakarta in August 2012 and Declared to Have Fulfilled the Requirements for the Attainment of the *Sarjana Pendidikan* Degree of English Language Education.

Board of Examiners

Chairman : Samsul Maarif, M.A

Secretary : Siti Mahripah, M. App. Ling.

First Examiner : G. Suharto, M. Pd.

Second Examiner : Drs. A. Ghani Johan, M. Ed.

Yogyakarta, August 29, 2012
Faculty of Languages and Arts
State University of Yogyakarta

Dean,




Prof. H. M. Zamzani, M. Pd.
NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertandatangan di bawah ini, penulis :

Nama : **Titis Dewi Cakrawati**
NIM : 08202241038
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Fakultas : Bahasa dan Seni
Judul Skripsi : **THE EFFECT OF USING *COMMUNICATIVE CARTOON MOVIES* ON THE TEACHING OF WRITING SKILL AT THE SECOND GRADE OF SMPN I ARJOSARI, PACITAN, EAST JAVA IN THE ACADEMIC YEAR OF 2011/2012**

Menyatakan bahwa karya ilmiah ini adalah hasil karya saya sendiri dan sepanjang pengetahuan saya tidak berisi materi yang dipublikasikan atau ditulis oleh orang lain atau telah digunakan sebagai persyaratan pada penyelesaian studi di perguruan tinggi lain kecuali pada bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tatacara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti pernyataan saya tidak benar, hal ini akan menjadi tanggung jawab saya sepenuhnya.

Yogyakarta, July 31, 2012

Peneliti,



Titis Dewi Cakrawati

DEDICATIONS

I proudly dedicate this thesis to:

1. *My Beloved Parents*

They bring me to this life, to live, to love and to be a useful person.

2. *My Beloved Elder Brother and Sister*

They always motivate and support me.

3. *My Beloved Friends*

No friends, no cheers.

MOTTOS

"Robbisy-Rohlli Shodrii Wayassirlii amrri wahlul' uqdatam millisaani yafqohuu qouli"
Ya Allah, lapangkanlah dadaku, mudahkanlah urusanku, lepaskanlah ikatan lisanku agar mereka paham maksudku. Karena sesungguhnya sesudah kesulitan itu ada kemudahan, sesungguhnya sesudah kesulitan itu ada kemudahan, maka apabila kamu telah selesai (dari suatu urusan), kerjakanlah dengan sungguh-sungguh (urusan) yang lain, dan hanya kepada Tuhanmulah kamu berharap.
(Alam nasyrah 5:81)

Lakukanlah yang terbaik untuk hidupmu, seakan kamu akan mati hari ini.
Kemenangan (keberhasilan) hanya dapat dicapai dengan kesabaran. (HR Athirmidzi)

MAN JADDA WA JADA
"Barang siapa bersungguh-sungguh pasti dapat"

ACKNOWLEDGMENTS

Alhamdulillah praise be to Allah SWT, the Most Merciful and the Most Almighty, who has given me a chance to finish this thesis. In this occasion, I would like to express my greatest gratitude and appreciation to:

1. My first Consultant, Drs. A. Ghani Johan, M.Ed. for the advice, guidance, suggestions, correction and willingness to assist.
2. My second Consultant, Siti Mahripah, M. Appl. Ling. for the motivation, advice, encouragement, correction and willingness to assist.
3. The headmaster of SMPN I Arjosari, Mahmud, M.Pd., who has given me a chance to gather the data for this study.
4. The English teacher of SMPN I Arjosari, Dewi Marlina, S.Pd., who has supported me and motivated me to conduct the treatment of this study.
5. All students at the second grade of SMPN I Arjosari for their attention and involvement in joining this study.
6. My parents, my brother and sister for their love, advice, care, attention, motivation and pressure to finish this thesis.
7. All friends from Class B 2008, who have been my best friends while studying in the State University of Yogyakarta.

Finally, I realize that this thesis is still far from being perfect. Thus, criticism and correction are welcome.

Yogyakarta, July 31, 2012

Researcher



Titis Dewi Cakrawati

TABLE OF CONTENTS

	Page
TITLE	i
APPROVAL SHEET	ii
RATIFICATION.....	iii
<i>PERNYATAAN</i>	iv
DEDICATIONS	v
MOTTOS	vi
ACKNOWLEDGEMENTS.....	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES	xi
LIST OF APPENDICES	xiii
ABSTRACT	xiv
CHAPTER I: INTRODUCTION	1
A. Background of the Study.....	1
B. Identification of the Problem	4
C. Delimitation of the Problem.....	8
D. Formulation of the Problem	9
E. Objectives of the Research	10
F. Significance of the Research	10
CHAPTER II: LITERATURE REVIEW.....	11
A. Theoretical Framework.....	11
1. Writing	11
a. Definitions of Writing	11
b. Teaching Writing	14
c. Evaluating Writing.....	18
2. Media for Teaching Writing	22
3. Effective Media for Teaching Writing.....	25

4. Communicative Cartoon Movies for Teaching Writing.....	30
5. Writing Teaching-Learning Process at SMPN I Arjosari.....	33
B. Conceptual Framework	36
C. Hypothesis	38
CHAPTER III: RESEARCH METHODS	39
A. Research Type	39
B. The Subjects of the Study.....	39
C. Research Design	40
D. Research Instruments	41
1. Validity	42
a. Content Validity	42
b. Construct Validity	46
2. Reliability	48
E. Data Collection Technique	49
F. Data Analysis	52
1. Descriptive Analysis	52
a. Mean and Standard Deviation	52
b. Categorization.....	52
2. Inferential Analysis	54
a. Normality Test.....	54
b. Homogeneity Test	55
c. Hypothesis Testing	56
CHAPTER IV: RESEARCH FINDINGS AND DISCUSSIONS	57
A. Descriptive Analysis	57
1. Pre-Test	58
a. The Description of the Writing Test of the Control Class	58
b. The Description of the Writing Test of the Experimental Class	59

c. Comparison between the Pre-Test Scores on Writing Skill of the Control and Experimental Class	61
2. Post-Test	63
a. The Description of the Writing Test of the Control Class	64
b. The Description of the Writing Test of the Experimental Class	64
c. Comparison between the Post-Test Scores on Writing Skill of the Control and Experimental Class	66
B. Inferential Analysis	68
1. Pre-Testing Analysis	68
a. Normality Test	68
b. Homogeneity Test	69
2. Hypothesis Testing	70
C. Interpretation	72
D. Discussion	77
CHAPTER V: CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS	81
A. Conclusions	81
B. Implications	82
C. Suggestions	83
REFERENCES	85
APPENDICES	88

LIST OF TABLES

	Page
Table 1 : Criteria of Writing Scoring	19
Table 2 : Composition for Scoring Writing	20
Table 3 : Distribution of the Sample.....	40
Table 4 : Pre-test Post-test Control Group Design.....	40
Table 5 : Blueprint of writing test.....	47
Table 6 : Category of Reliability Coefficient	48
Table 7 : Inter-Rater Reliability.....	49
Table 8 : The Implementation of this Study	50
Table 9 : Guidelines for Providing Interpretation of Research Variables	53
Table 10 : Descriptive Analysis of the Pre-Test Score on Writing Skill of the Control Class	58
Table 11 : Frequency Distribution of the Pre-Test Scores on Writing Skill of the Control Class.....	59
Table 12 : Descriptive Analysis of the Pre-test score on Writing Skill of the Experimental Class	60
Table 13 : Frequency Distribution of the Pre-Test Scores on Writing Skill of the Experimental Class.....	60
Table 14 : Descriptive Analysis of the Pre-test Scores on Writing Skill of the Control and Experimental Class	61
Table 15 : The Result of <i>t-test</i> of Pre-Test Scores on the Experimental and Control Class	62
Table 16 : Descriptive Analysis of the Post-Test Score on Writing skill of the Control Class	63
Table 17 : Frequency Distribution of the Post-Test Scores on Writing Skill of the Control Class	64
Table 18 : Descriptive Analysis of the Post Test Scores on Writing Skill of the Experimental Class.....	65

Table 19	:	Frequency Distribution of the Post-Test Scores on Writing Skill of the Experimental Class	65
Table 20	:	Descriptive Analysis of the Post-test Scores on Writing Skill of the Control and Experimental Class.....	66
Table 21	:	The Result of the Normality Test of Students' Writing skill.....	68
Table 22	:	The Result of the Homogeneity Test of the Pre-Test and Post-Test of the Control and Experimental class.....	69
Table 23	:	The Result of <i>t-test</i> of Post-Test Scores on the Students' Writing Skill Taught by Using Communicative Cartoon Movies and Those Taught Without Using It.....	70

LIST OF APPENDICES

	Page
Appendix 1 : Research Instruments	88
Appendix 2 : Course Grid.....	90
Appendix 3 : Lesson Plans.....	98
Appendix 4 : Learning Materials	114
Appendix 5 : Observation Tool.....	138
Appendix 6 : Reliability of the Research Instruments.....	140
Appendix 7 : Statistical Analysis of the Data.....	144
Appendix 8 : Students' Scores.....	149
Appendix 9 : The Examples of Students' Writing Products.....	153
Appendix 10 : <i>Expert Judgment</i> Letter.....	161
Appendix 11 : Research Permit	162

**THE EFFECT OF USING *COMMUNICATIVE CARTOON MOVIES* ON THE
TEACHING OF WRITING SKILL AT THE SECOND GRADE
OF SMPN I ARJOSARI, PACITAN, EAST JAVA
IN THE ACADEMIC YEAR OF 2011/2012**

**By:
Titis Dewi Cakrawati
NIM: 08202241038**

ABSTRACT

The objective of this study is to find out whether there is a significant difference in students' writing skill between the students taught using communicative cartoon movies and those who are taught without using communicative cartoon movies.

This study involved 60 students of second grade of SMPN I Arjosari in the academic year of 2011/2012 that were divided into two groups: class VIII A as the control group and class VIII H as the experimental group. The instrument for collecting data was an essay type test consisting two tasks in which the topics are based on the basic competencies. The data were in the forms of pre-test and post-test scores. The pre-test was given to both groups before the treatment, and the post-test was given at the end of the treatment. During this study, the students of the experimental class were taught using communicative cartoon movies, while the students of the control class were taught using conventional media.

The data were analyzed by using descriptive and inferential statistics. The test of normality and homogeneity were done before the test of the hypothesis employed. The data of both pre-test and post-test from the control and experimental classes were also compared. The result of the descriptive statistics of the post-test shows that the mean value of the experimental class is 76.73 and it is categorized into *good* category and that of the control group was 70.37, and it is also categorized into *good* category. However, the mean value on the writing skill test of the experimental group is higher than that of the control group. Moreover, the result of the *t-test* shows that the value of significance is lower than the significance level of this study, i.e. $0.000 < 0.05$. It means that there is a significant difference in writing skill between students who are taught using communicative cartoon movies and students taught without communicative cartoon movies. So it can be concluded that communicative cartoon movies give good effects on the improvement of students' writing skill.

Key Words: Communicative Cartoon Movies, Writing Skill, Teaching Writing

CHAPTER I

INTRODUCTION

A. Background of the Study

There are four skills in teaching and learning English: listening, speaking, reading, and writing. Those skills are related to each other and cannot be independent; therefore, learners need to master all of the four skills. This is supported by Uma and Ponnambala (2001) who state that mastering language skills will determine the students' communicative competence in the target language.

One of productive skills which is very important to be mastered by English learners is writing skill. Richard and Renandya (2002: 303) state that writing is the most difficult skill for second language and foreign language learners. Furthermore, they claim that writing is not only generating and organizing ideas of our mind, but also translating these ideas into a readable text. Based on their arguments, it seems common that many learners particularly those of foreign language learners have some degrees of difficulties in writing. Therefore, some efforts need to be done in order to maintain or improve the students' writing skill.

There is no hesitation that writing skill gives many contributions in the literary world. Brown (2004: 218) states that writing skill has become indispensable and has high significance in this global literature. As it has been known that business transactions, records, legal documents, political and military agreements are written by those who are expert in their field with sound knowledge of writing skill. Besides, it is also apparent that in the literate culture

nowadays, some degree of writing skill has become a prerequisite requirement for getting employment.

In teaching and learning processes, learners have different abilities in mastering the four skills of English. This is due to the fact that different learners have different capabilities as well as incapability in learning language, including English. According to River (1981: 291), many students who have studied for six or more years of second or foreign language are still unable to express themselves in a clear, correct and comprehensible manner in the target language through the four skills, including writing skill.

Due to the complicated nature of writing activities, many students tend to face constraints in developing their writing skill. Some teaching practitioners (e.g. Ong, 2011; River, 1981: 291) assume that examination papers in composition of the world are, with few exceptions, disappointing. In addition, Ong (2011) states that in spite of the remarkable progress in the English learning process, writing skills still become the weakest area in the students' overall performance. It is argued that writing exercises only keep students busy and out of mischief. Besides, exercises given are mostly of conventional type in which it is easy to construct. The inexperienced or poorly qualified teacher may take them directly from textbook, with which an answer booklet is usually provided. They may often be corrected as a group procedure in the classroom, and they yield a wide spread of evaluative grades for the teacher's records. In response to such practices, it is therefore reasonable that students acquire difficulties in improving their writing skill.

On the teaching and learning process of writing, there are some kinds of media: visual media, audio media and audiovisual media used to improve the students' writing skill. The use of those media is expected to minimize the students' constraints in writing mentioned above. For that reason, the researcher applied movies that are expected to improve students' writing skill. It is because movies can help the students explore and develop ideas as well as contents to write. In addition, a movie can guide the students to construct their texts through its story. Related to this, Champoux (2003) states that movies in literature studies suggest some unique features that make them uncommonly powerful learning tools. Some unique aspects of movies let the media show organizational behavior and management concepts in an uncommonly powerful way. It is also argued that these aspects of movies will help students understand how viewing movies can improve their learning.

This study tries to propose a solution as a way to improve the learners' writing skill. The teaching of writing skill must be innovative and attractive in order to get effective learning outcomes. Reflecting on the students' problems related to writing skill, the use of movies in teaching writing should be attempted to minimize those constraints on their learning process.

B. Identification of the Problem

Based on the background of the study above, it is revealed that there are some influential and manageable factors in teaching and learning writing skill. Those factors are elaborated as follows.

1) Students

Students are one of the important elements in the teaching and learning process. They are the subjects of the learning process. Yet, learning process is of a complicated nature. To perform well in this process, students are likely to be affected by some factors: motivation, interest, intelligence, socio-cultural background, learning styles and learning strategies.

The above factors either directly or indirectly influence the students' abilities in the writing process. As for example, students with high motivation or interest and good learning styles or learning strategies commonly achieve better outcomes in their writing tasks. On the contrary, the students who do not have positive influences of those factors may fail and find constraints in their writing.

To stimulate the students' writing, some efforts need to be carried out. The writing activities should really consider the above factors in order to get positive impacts of those factors. It can be done by implementing a writing activity using developed input as an effort to keep the students' interest in their writing process.

2). Materials

It has been known that materials facilitate the students in their learning process. The examples of materials used are cassettes, videos, dictionaries, grammar books, readers, and course books. Furthermore, the materials should comply with the aims of the study in order to achieve the learning goals.

The teaching materials of writing skill need to be authentic, but fascinating to the students' level, needs and capacity. Also, the teacher should be able to choose the materials which stimulate the students' involvements and understanding to get the objectives of study effectively and efficiently.

3). Media

Media belong to the fundamental components on the teaching and learning process. However, many teachers still use conventional media, for example blackboard, board marker, and module for teaching. It is commonly believed that the use of conventional media seemingly does not explore the students' potential properly in a learning process, including writing.

Media are important components in the teaching and learning process. According to Djamarah and Zain (2006: 121), a medium for learning is defined as a learning source that is used to help teachers to develop students' knowledge. They state that the teachers can explain the materials using the learning media in a more concrete way.

In general, there are three kinds of media: 1) visual media, for example, pictures, photos, 2) audio media, for example, tape recorder, cassettes, radio and 3) audiovisual media, for example, movies, videos. Yet, among the three kinds of

media, audiovisual media, especially movies, is still rarely used in the teaching writing.

In the writing process, the use of audiovisual media, for example movies have some significances. At the most it may help to create writing activities. This is because movies facilitate the transmission of information from the teacher to the students in a more attractive way. Movies also contain instructional materials that stimulate the students to write smoothly. As a result, the use of movies in the teaching writing needs to be selected based on some criteria. The movie should be communicative, attractive, genre-based and relevant to the materials taught.

Considering the significances of movies for teaching writing as mentioned above, communicative cartoon movies are selected as media to teach writing. The communicative cartoon movies are kinds of cartoon movies which are communicative and which present several types of genre: recount and narrative genre. Therefore, communicative cartoon movies are hoped to be effective media because they can give proper and necessary thoughts or ideas to students in order to write competently.

4). Methods

Methods are ways the teachers use to teach students in the learning process. Teacher must really consider what methods that will be put into practice which are proper to the objectives of the learning process. As indicated by Brown (2001: 16) who defines a method as a generalized set of classroom specifications for accomplishing linguistic objectives. Furthermore, he states that methods primarily tend to be concerned with teachers and students' roles and behaviors,

and secondarily with features such as objectives of learning grammar, sequencing, and materials.

Methods used in the teaching of writing skill are commonly not varied. Teachers tend to use conventional methods, i.e. using modules during the learning process without considering any additional materials from other sources. As the result, the conventional method that is predominantly applied may not create an attractive and motivated writing process to the students. Moreover, the method should be selected based on its appropriateness and effectiveness to the learning process so that its use will enable the teacher to explore the students' ideas and to help them write in a better way.

5). Teachers

Teachers play many roles in the teaching and learning process, including leading and managing the students' learning process. In line with this, Brown (2001: 167) points out that the roles of teachers are as controller, director, manager, facilitator and the resources within the learning process.

Not all teachers are qualified to teach writing skill. As for example, some teachers cannot arouse the students' motivation and interest to engage in the writing activities. Also, many teachers cannot create a good atmosphere to stimulate the students' self initiative in exploring their ideas into writing. Besides, many teachers do not implement an appropriate and effective method and media on the teaching of writing skill. It is proved by the use of conventional method and media which is still common.

In teaching writing skill, the teachers need to know the students' needs and abilities. This is necessary as they ought to consider what to teach and how to teach writing to the students. Also, they are required to be creative and innovative in developing inputs to explore the students' writing potencies.

It has been known that writing skill is taught at all levels of English learning. They are elementary school, junior high school, senior high school and university. Furthermore, the students' writing skill at those levels of study is affected by the factors above. Those mentioned factors are students, materials, media, methods and teachers. Those factors can give both positive and negative effects to students' writing skill. The better the factors influence the student's writing skill, the better the outcomes produced by the students.

C. Delimitation of the Problem

Because of the wide area of the problems, all of the problems cannot be identified as the problems of this study. Therefore, the researcher decides to focus on the effect of using communicative cartoon movies on the teaching of writing skill. This is because the use of the media can assist the students to cope with some constraints they face in writing. Besides, through the use of the media, teachers can transmit the teaching materials in a more attractive way so that they are easily understood by the students.

Based on the explanation above, this study uses communicative cartoon movies as an alternative solution to teach writing. Through the use of the media, it is expected that students are guided to write the movie story based on a genre

which is taught. By this, it is hoped that they will learn how to write orderly and at last by steps, they will learn to write independently, without guidance.

In this study, the researcher selected the second grade of SMPN I Arjosari because from the observation done prior to the study, it revealed that the English teacher still used the conventional media and a course book in the teaching of writing skill without adding any materials from other resources. In addition to that, the students tended to spend much time for doing exercises of the course book rather than practicing writing through topics or themes. It is for example, the students did exercises or tasks of grammar and answered questions based on a text during the learning process of writing.

D. Formulation of the Problem

1. What is the writing skill of the students taught using Communicative Cartoon Movies like?
2. What is the writing skill of the students taught without using Communicative Cartoon Movies like?
3. Is there any significant difference on the students' writing skill between students taught using communicative cartoon movies and students taught without using communicative cartoon movies?

E. Objectives of the Study

1. To describe the writing skill of the students taught using communicative cartoon movies.
2. To describe the writing skill of the students taught without using communicative cartoon movies.
3. To predict whether there is a significant difference on the students' writing skill between students taught using communicative cartoon movies and students taught without using communicative cartoon movies.

G. The Significance of the Study

a. Scientific Significance:

This research is expected to develop knowledge in an educational area, especially in the use of communicative cartoon movies on the teaching of writing skill. The knowledge is hoped to contribute a progress of theories in improving students' writing skill.

b. Practical Significance

- 1). *For the Department/ School:* This study can be used as a reference to conduct a relevant study.
- 2). *For the Lecturers/ Teachers:* This study can be an additional resource in improving writing skill through the use of communicative cartoon movies. This is because this study helps the lectures/teachers to consider appropriate media to enhance the teaching of writing skill.
- 3). *For the Students:* This study attempts to obtain a solution to help the students to improve their writing skill.

CHAPTER II

LITERATURE REVIEW

This chapter discusses some issues which lead to the formulation of the hypothesis. They are writing skill, media for teaching writing and effective media for teaching writing. The literature review firstly discusses the theoretical framework. A conceptual framework is also presented afterwards. Then, the hypothesis is presented at last with reference to the conceptual framework.

A. Theoretical Framework

1. Writing

a. Definitions of Writing

A language is used for many kinds of purposes. Thus, it has many functions as well. Furthermore, there are two macro skills of a language; they are receptive and productive skills. Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language.

Students learn and acquire language through both written and spoken ways so that they can improve their communicative competence. In the process of communication, ideally students know the rules on how to communicate to others, how to get information, and how to communicate about the language itself. When the students understand the knowledge of the language, it means that they have a language competence. In line with this, Brown (2000: 31) states the definition of a language competence as “one’s underlying knowledge of system of a language –

its rules of grammar, its vocabulary, and all the pieces of language and how those pieces fit together”. Furthermore, Bachman (1990: 87) divides the language competence into two parts: organization competence and pragmatic competence. Organization competence is ability to comprehend and form correct sentences, understand meaning of sentences and pour these sentences into a text. Based on this statement, it can be concluded that writing is one part of the competencies.

The definitions of writing are variously stated by some experts. According to Rivers (1981: 294), writing is conveying information or expression of original ideas in a consecutive way in the new language. Brown, (2001: 336) also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, Elbow (1973) in Brown (2001: 336) also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.

Another definition of writing skill is also defined by Urquhart and McIver and also Harmer. Urquhart and McIver (2005: 5-6) state that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and discovery, and teachers should help students generate content and

discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer's intention and meets the readers' needs. It means that writing is a complex process and it seems reasonable to expect, then, that the teaching of writing is complex as well. Moreover, Harmer (2004) states that writing encourages students to focus on accurate language use. It is because students consider the language use when the students engage in their writing process. This activity will provoke language development because the students resolve problems what writing puts in students' minds.

Based on the definitions above, a definition of writing skill can be obtained. Writing is a productive process done through some stages. Firstly, exploring and transmitting ideas, thought and feeling into written form. Secondly, conducting a number of revising process to carry out a grammatically and orderly texts. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing.

Furthermore, based on those definitions, it can be stated that writing skill is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. To improve students' writing skill, the teaching and learning process of writing needs to be done well with developed input and effective activities. As a result, teachers need to consider the teaching of writing skill well based on their student's needs, ability and capacity.

b. Teaching Writing

Writing skill is one of language skills which are taught to students. Also, writing skill determine the students' communicative competence in English. According to BSNP (2006), communicative competences are having discourse abilities; they are comprehending oral and written texts and producing oral and written texts. Those abilities are carried out into four language skills, listening, speaking, reading and writing.

The teaching of writing skill has some objectives and indicators. It is stated in BSNP 2006 that the teaching and learning of writing skill in Junior High School is targeted to achieve a functional level. On the functional level, students are able to communicate adequately both in the spoken and written form to complete daily activities. Moreover, students are able to create some monologue short functional texts and essays in the form of procedure, descriptive, recount, narrative, and report. The other target on the functional level is students can develop their linguistic competence (using grammar and vocabularies).

A writing process is a complicated process, because the writing process needs cognitive abilities in recognizing some segments of languages to produce a qualified writing. In general, writing process is done through two stages: exploring ideas and processing the ideas into readable texts. Rivers (1981: 294) claimed that writing in the language becomes a complicated activity because writing involves meaningful segments of language: words, sentence, grammar, and how to transfer those segments into written forms.

Objectives of the teaching of writing skill can be achieved through some approaches. According to Harmer (2001: 25), there are two approaches in teaching writing. They are focusing on the product of writing process and focusing on the writing process itself. He states that focusing on the writing process leads those who advocate a process approach in writing. However, teachers have to pay attention to the various stages of any piece of writing process.

The writing approaches, including a process approach, are applied to get the objectives of study in writing skill; they are enabling the students to understand the materials and helping them to express their ideas grammatically and orderly in English. In addition, Nunan (1989: 36) says that a process approach in writing sees the act of composition from a different perspective, or focusing as much on itself. He also states that the process approach focuses on the steps involving drafting and redrafting a piece of work. In other words, on this process approach, the important one is not only in the product, but also in the writing process. Therefore, the process approach can be developed through writing practices routinely with effective activities also a better input to improve the students' writing skill.

A writing process is done through some stages. On each stage, students engage in a certain activity to construct their writing. Furthermore, Richard and Renandya (2002: 303) state that the process of writing consists of planning, drafting, revising and editing. On the planning stage, the students are encouraged to write. The drafting stage is focusing on the fluency of writing and is not pre

occupied with grammatical accuracy or the neatness of the draft. Next, on the revising stage, the students re-write their text on the basis of feedback given in a responding stage. The students, on the editing stage, are engaged in tidying up their texts as they prepare the final draft for evaluation by the teachers.

Types of writing activities to perform writing should be based on the students' level and capacity. According to Brown (2001: 343), there are five major categories of classroom writing performance:

- 1). Imitative, or writing down
This type is at the beginning level of learning to write. Students will simply write down English letter, words, and possibly sentences in order to learn the conventions of the orthographic code.
- 2). Intensive, or controlled
This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much creativity on the part of the writer. A controlled writing is to present in which the students have to alter a given structure through out.
- 3). Self-writing
The most salient instance of this category in classroom is note-taking by the students. Diary or journal writing also falls into this category.
- 4). Display writing
For all language students, short answer exercises, essay examinations and research reports will involve an element of display. One of the academic skills of ESL students that they need to master is a whole array of display writing techniques.
- 5). Real Writing
Some classroom writing aims at the genuine communication of messages to an audience in need of those messages.

According to the theories above, the teaching of writing skill should be well constructed. Those types of writing activities that will be applied in teaching writing are based on the students' level and capacity. Also, the writing practices, including writing paragraphs or simple essays should be based on the standards of competence and the basic competencies. Those efforts above should be done well to improve the students' writing skill.

Writing processes always deal with texts as the products. Feez, (2002: 4) states that creating texts requires making choices about the words that are used and how it can be put together. She also states that there are various kinds of texts called text type. According to Feez (2002: 85-86), the families of text type are:

- 1). Exchanges
 - a). Simple exchanges is relating to information and goods and services.
 - b). Complex or problematic exchanges
 - c). Casual conversation
- 2) Forms
 - a). Simple formatted texts
 - b). Complex formatted texts
- 3). Procedures
 - a). Instruction
 - b). Procedures
 - c). Protocols
- 4). Information Texts
 - a). Descriptions
 - b). Explanations
 - c). Reports
 - d). Directives
- 5). Story Texts
 - a). Narratives
 - b). Recounts
- 6). Persuasive Texts
 - a). Opinion texts
 - b). Exposition
 - c). Discussion

According to the standard of competence and the basic competencies of students at the second grade of Junior High School, the students are expected to write a narrative and a recount text orderly and grammatically. To produce qualified narrative and recount writings, the students need to be stimulated in expressing ideas and to be guided in their writing process. Besides, they also need to be supported by providing them qualified and understandable inputs.

c. Evaluating Writing

On the teaching of writing, an evaluation should be done to measure or to know the students' ability in writing. The effectiveness of a learning process of writing skill can be measured through an evaluation activity. According to Brown (2001: 357), the categories for evaluating writing are:

- 1). Content
It includes thesis statement, related ideas, development of ideas, and development of ideas through personal experience, illustration, facts, and opinions.
- 2). Organization
It includes the effectiveness of introduction, logical sequence of ideas, conclusion and appropriate length.
- 3). Discourse
It includes topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency, economy, variation.
- 4). Syntax
- 5). Vocabulary
- 6). Mechanics
It includes spelling, punctuation, and citation of references, neatness and appearance.

The theory of categories for evaluating writing above is used by the researcher to assess the students' narrative and recount writings. The writing test is based on the blueprint which is attached on page 47 and the scoring of the students' writings is based on the writing scoring type which is suggested by Jacobs, Zinkgraf, Wormuth, Hartfiel, and Hughey's (1981) in Brown (2004: 246).

Table I: **Criteria of Writing Scoring**

Content	30
Organization	20
Vocabulary	20
Syntax	25
Mechanics	5
Total	100

There is a breakdown of each trait above into subtraits of the writing scoring above, which are also small in number and homologous or corresponding. As a result, the researcher uses the rubric or composition to score the students' writing. See Table 2, which teases out the subtraits of the main traits in Jacobs et al. (1981) in Haswell (2007):

Table 2: **Composition for Scoring Writing (Jacobs et al. 1981)**

SCORE	LEVEL	CRITERIA
CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of ideas, relevant to assigned topic
	26-22	GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail
	21-17	FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of ideas
	16-13	VERY POOR: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	17-14	GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	VERY POOR: does not communicate, no organization, not enough to evaluate
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	GOOD TO AVERAGE: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	FAIR TO POOR: limited range, frequent errors of word/idiom, choice, usage, meaning confused or obscured
	9-7	VERY POOR: essentially translation, little knowledge of English vocabulary
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition
	21-18	GOOD TO AVERAGE: effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured
	17-11	FAIR TO POOR: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragment, run-ons, deletions, meaning confused or obscured.
	10-5	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
MECHANICS	5	EXCELLENT TO VERY GOOD: demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning obscured
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

Based on the scoring rubric above, it can be known that the range of each level is not in the same range. Haswell (2007) states that the scoring rubric in Jacobs et al. 1981 encourages an evaluation of student proficiency that is complex, perhaps recording a high accomplishment in content, but low in mechanics—a complexity that befits writers who often show uneven writing skills in a second language. In this scoring rubric, it seems to contrast with holistic scoring methods, which erase this possible unevenness of writing accomplishments in reporting a single score. In addition, he states that the limited number of traits allows comparison of group rating behavior, perhaps contrasting the way native and non-native people evaluate ESL essays. The scaling of traits and subtraits allows study of rater reliability along with the development of training methods that produce high interrater reliability.

To assess the students' writings of recount and narrative, the researcher refers to the writing scoring rubric above. It is because the composition covers the five aspects or categories (content, organization, vocabulary, language use and mechanics) of writing and provides a clear scoring rubric to assess each writing aspect. In addition, the level for each category is different because each category has certain points with certain ranges. In assessing the students' writing, the researcher considers each point for each aspect or category of the students' writing by referring to the criteria column of the scoring rubric above. The final score of the students' writing is the sum of those five aspects points for writing.

2. Media for Teaching Writing

Media play many roles in transmitting materials to students and support to create an effective and efficient learning process, including the learning of writing skill. According to Smaldino, Lowther, and Russell (2008: 6), media, the plural form of medium, are means of communication. In addition, they state that media are anything that carries information between a source and a receiver. It means that in teaching and learning process, teachers can explain the materials using the learning media in a more concrete way. In line with this, Newby, Stepich, Lehman, Russell (2000: 100) state that media can serve or facilitate student learning process. Furthermore, they state that media can provide a stimulus-rich environment because they can provide vicarious experiences for students. Based on the statements, it can be stated that media are everything that can transmit learning materials from the sources based on a certain plan in order to create a helpful learning process so that the receivers can learn effectively and efficiently.

There are three kinds of media that can be used in teaching writing skill. 1) *Visual*, for example: pictures and photos. 2) *Audio*, for example: tape recorder, cassettes, and radio. 3) *Audiovisual*, for example: movies, and videos. Smaldino, Lowther, and Russell (2008: 6) classify media into six basic categories: (1) *Text*, is alphanumeric characters that may be displayed in any format, for example: book, poster and so on. (2) *Audio*, includes anything that can be heard and it may be live or recorded, for example: teacher's voices, music and mechanical sounds. (3) *Visuals*, are regularly used to promote learning, for example: cartoons and photographs. (4) *Audiovisual / Video*, shows motion, for example: movies, DVDs

and computer animation. (5) *Manipulatives*, are three dimensional and can be touched and handled by students. (6) *People*, for example: teachers, and students. All kinds of media can be utilized, if the media are relevant to the materials and effective to support the teaching of writing skill.

Some of the instructional media above can be utilized to support the effective teaching of writing skill. Related to this, Onasanya (2004) states that plethora of media offers teachers considerable opportunities to make their teaching more effective and efficient. Also she states that the effectiveness in the context implies how well educational goals and objectives are achieved, while the efficiency refers to how instructional media are utilized to achieve teaching goals and objectives. Therefore, the teachers need to consider appropriate media in order to stimulate students to explore their ideas to help them in their writing process and make the students understand the learning materials given by the teacher effectively.

It is also urgent for teachers to know functions of media in a learning process well. This attempt will help the teachers to select relevant and effective media that can be used to teach writing. Erdmenger (1997: 6) states that the functions of media that are used in a teaching process, including teaching writing include:

- arousing the students' motivation,
- transmitting information,
- directing the students by giving clues of the materials which are taught,

- controlling the objectives of the study by helping the students to focus on the materials which are taught.

The functions of media in a learning process are also stated by Munadi (2008: 36-48). He states that learning media have some functions:

- 1). Learning media as a learning resource.
- 2). Learning media as a semantic function; the media can help the students easily understand the materials easily.
- 3). Learning media as a manipulative function; the media avoid the borders of space and time and the limitation of senses.
- 4). Learning media as a psychological function.
- 5). Learning media as a socio-cultural function; the media avoid constraints among students in a learning process.

In teaching writing skill, the teachers need to use media that can motivate and help the students understand the materials. Anderson (1987) in Sadiman (2003: 96-99) states that cognitive and affective learning processes need to have moves, color, sounds stimulus, and interactions with other things. Related to this, learning processes, including the learning of writing, need to use appropriate media, for example: movies and videos. This is because movies and videos can present moves, sounds, and interactions. Besides, the use of those media is suitable to students who always have curiosity to something new, attractive, and modern. Consequently, the use of media in learning writing should be improved to arouse the students' motivation and help them develop their writing skill.

Based on the explanations above, some kinds of media, including audio visual media for example, movies and videos, can be utilized as media for teaching writing. Through the use of these media, the students may get benefits in their writing processes. This is because the media support the learning of writing effectively and help to transmit the materials given by the teachers to the students. However, the use of media needs to be selected properly in order to be effective and relevant to the objectives of the study.

3. Effective Media for Teaching Writing

There are many examples of media that can be used in teaching of writing skill, as media are various in types and functions. Besides, it has been known that the use of media in learning writing needs to be improved to obtain learning goals. As a result, teachers need to select appropriate media in order to maintain students' writing process effectively.

The teaching and learning process of writing skill should be done effectively to achieve the objectives in learning writing. Based on a dual coding hypothesis by Paivio (1978) in Arsyad (1997: 6), there are two human memorizing systems. The first system manages verbal symbols and saves in the form of image proposition. The second system manages nonverbal images and saves them into verbal proposition. In other words, learning by using two senses; visual and audio sense will give an advantage. The students will learn materials more extensively than learn materials which are transmitted through one sense, either audio or visual.

Media which present visual and audio senses are audiovisual media. According to Arsyad (1997: 30), audiovisual media or technology are things that are used to produce or transmit materials using mechanics and electronics to present audio messages and visual messages. Besides, Newby, Stepich, Lehman, and Russell (2000: 100) state that audiovisual media present moving images that can be recorded on videotape, videodisc, DVD and computer disk. All these formats offer ways to store and display moving images accompanied by sound. Related to this, the information from audiovisual media will be captured more easily by the students. Therefore, the teaching of writing skill can be done by using audiovisual media, for example: movies, television, and videos. The students can be asked to rewrite a story of a displayed movie or video.

The use of effective media will support an effective teaching and learning process of writing. Rijlaarsdam and Van Den Bergh (2005: 6) state that an effective writing requires that students play different roles. First, they must be in a position to experience communication; it means that the students as the writer experience the effects of written and spoken communication. Reflecting on this statement, the use of movies helps students experience a communication when they experience the effects of written and spoken communication. The students in their pre-writing stages will experience how texts from movies affect them as the readers and listeners. Then, the students may also experience texts and formulate their responses.

The use of movie, which also presents oral speech in teaching writing, can be effective to facilitate the students in their writing process to generate contents

and focus on what they are learning. In line with this, Rijlaarsdam and Van Den Bergh (2005: 10) state that oral skills and writing are connected to focus on scaffolding content generation and collaborative work where oral speech facilitates writing and awareness rising. The relation among the communicative modes is a means-end relation in most instances: oral activities contribute to content generation or awareness raising; reading facilitates the acquisition of genre knowledge, reader awareness, awareness of coherence etc.

The teaching of writing skill needs to use audiovisual media (movies, videos) because audiovisual media are the unification of visualization, audio, and moves that can present objects, events, and places. All of those aspects are necessary in a writing process. Besides, movies (audiovisual media) will attract the students' motivation better than conventional media and invite the students' arguments or feedback based on the movie story. Related to this, Champoux (2003) claimed that the visual and audio effects of movies can convey a message better than printed or spoken words. He stated that movies offer both cognitive and affective experiences because movies can provoke good discussions, assessments of one's values, and assessments of a self if the scenes have strong emotional content.

Harmer (2001: 282) explains some reason why the use of videos (movies) is needed in the teaching and learning process. He states that the use of videos (movies) can add a special or extra dimension to the learning experience. The first reason is seeing language-in-use, the students do not just hear language, but they see it too. The second reason is cross-cultural awareness; it allows students look at

situations far beyond their classrooms. The third reason is the power of creation; students are given the potential to create something memorable and enjoyable. The last reason is motivation, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

The use of movies can be done through several ways. Movies can be displayed at the beginning of the session of writing class. By this, students can grab some inspirations after watching the movie. It stimulates the students to write grammatical and order texts. However, it may take a longer time for some students to compose the content orderly and grammatically. Furthermore, Champoux (2003) states that movies are widely available and easily accessed as learning resources. As a result, the use of movies will be easily utilized to give positive effects in writing processes for the students.

Based on some considerations in selecting effective media for writing above, some kinds of movies can be used to help the students write texts grammatically and orderly in their writing process. In line with this, Onasanya (2004) states that media that are used by a teacher should be considered in terms of concreteness or abstractness of experience that is produced by the media. She also states that teachers should be sensitive to the changing situation within the classroom and have alternative media to meet individual differences of the students. Regarding to this, selecting media to teach writing is very important. The use of movies can be appropriate media to be utilized in teaching writing

because movies can present concreteness or abstractness of experience to motivate the students in their writing process.

By using movies in learning writing, the students will find an effective but enjoyable learning while and after watching the movies. This situation will maintain the students to start writing. Also, watching movies can reduce the number of grammatical errors and improve the quality of the writing content, because movies give the students much inspiration to write. Displaying movies at classes is expected to give many benefits to students not only writing the content grammatically and orderly but also improving and mastering the vocabulary through its subtitles and audios.

Harmer (2001: 258-259) states that writing processes can be developed through a genre approach. Students are given many inputs in a certain genre in their prewriting phase. In addition, students who are writing within a certain genre need to consider a number of different factors: knowledge of the topic, the conventions, the style of the genre, and the context. Related to this, it can be concluded that the teaching writing based on genres can help the students in their writing process, as it is easier when the students are asked to write a certain type of the genre. Also the students' writing process will be more guided and clearer.

By watching movies, the students can understand materials easier because the movies can present a certain genre to study. Hesitation and misunderstanding about the materials can be minimized significantly. Movies as audiovisual media can maintain inspirations and motivations to enhance creativities in expressing ideas into writing. In addition, the students can study certain text types through

movie stories which present certain genres and encourage the students to make a guided writing based on questions related to the movie story.

Based on the theories above, the use of movies as audiovisual media in teaching writing can be effective to get the objectives of the study. This is supported by Uma and Ponambala (2001) who state that movies can be an effective tool, because the media can lend itself freely for distance teaching and learning, including writing skill that can be taught through a distance mode. Moreover, the use of movie that presents visual senses, audio senses, and genres will transmit the materials effectively and stimulate the students in exploring and expressing ideas in the writing process. However, teachers must select movies appropriately so that they are relevantly related to the materials which are taught and the levels of the students.

4. Communicative Cartoon Movies for Teaching Writing

Writing is an extremely complex cognitive activity, which requires the control of several variables. It includes control of content, sentence, structure, vocabulary, spelling and mechanics. As writing involves many controlling aspects, it is understandable that the students may have difficulties in writing. The difficulties are found when the students generate and organize ideas and also translate the ideas into a readable text. It can be caused by gathering idea, feeling, knowledge, information, fact, and imagination to produce a good writing that is not an easy work to do. In addition, many students make some mistakes in producing texts. It is obvious that writing involves a thinking process in the whole time of its process.

In this study, the researcher used communicative cartoon movies as the main media and she examined how effective the media are in improving the students' skill in writing. The six selected movies are "*Sponge Bob: Ripped Pant*, *Winnie the Pooh: A Valentine Day*, *Winnie the Pooh: Un-Valentine Day*, *Snow White*, *Mickey Mouse: The Prince and the Pauper*, and *The legend of Sleepy Hollow*". The movies "*Winnie the Pooh: Un-Valentine Day*, *Sponge Bob: Ripped Pant* and *Winnie the Pooh: A Valentine Day*" are used to teach recount on the teaching of writing skill. Whereas, the movies "*Snow White*, *Mickey Mouse: The Prince and the Pauper*, and *The legend of Sleepy Hollow*" are used to teach narrative.

The selection of communicative cartoon movies is derived from movie classifications. The classifications are based on its characters, types and stories. Furthermore, those media are attempted to minimize students' errors in writing recount and narrative texts and help them understand the materials which are provided through movie stories understandably. Also, those media not only can give the language models orally but also the use of the language naturally in a context.

The movie character which is chosen by the researcher to teach writing in this study is cartoon. Sudjana and Rivai (2002: 58-59) states that a cartoon is an illustration in the form of paintings or caricatures about people, ideas or situations which are designed to influence public opinion. Furthermore, they state that in an educational field, apparently cartoons are one kind of propaganda instruments which have important potencies on the teaching. Besides, the movies that present

cartoon characters will be interesting, colorful in showing a story and acceptable for any level of students. Therefore, the cartoon movies can be utilized in the teaching of writing skill, including in teaching writing for Junior High School students.

The movies that are selected to teach writing should be communicative. It means that the audio of the movies should include composed music and dialogues of the characters. Also, the visual images of the movies should demonstrate moves and interactions of the characters. In line with this, Champoux (2003), states that movies are unique media because of its abilities to present the power of sounds and the power of visual images. It means that the movies should present audios which contain communications or dialogues among the characters and composed music. Also, the movies should present visualizations which contain interactions and moves among the characters. As a result, the movies can be communicative and invite students' opinions or arguments related to the movie stories and help the students to easily understand the materials which are presented through the movie stories. In other words, the students will be guided in their writing process in producing qualified outcomes.

In selecting movies that are used as media in teaching writing, the teachers need to select movies which are relevant to the materials taught. Related to one of the standard of competences of Junior High School for the writing skill which is expressing the meaning of short functional texts and simple short essays for interaction in the form of recount and narrative, movies are selected based on the genres of the texts. In this study, the researcher taught narrative and recount

genres in teaching writing by using communicative cartoon movies. In response, the movies should be based on narrative and recount genres that are presented by movies with fantasy story. In this case, movies may present a narrative or recount story because movies with fantasy story state sequences of events or conflicts. Related to this, Harmer (2001: 282) states that teachers can use a short video extract (movie) as media to teach a lesson, including writing, which is used to illustrate topics that are learnt by students and is used to highlight language points.

There is no hesitation that communicative cartoon movies may distribute many advantages in accommodating learners in writing narrative and recount texts. Harmer (2001: 283) states that short video (movie) sequences of between one and four minutes can yield a number of exercises, demonstrate a satisfying range of language, are easier to manipulate, and can be highly motivating. It can be concluded that the use of movies either can motivate learners to write or give them hints about what to write. In line with this, the benefits of using communicative cartoon movies in teaching writing can be spotted in students' performance. The more conducive the situation in teaching writing skill the better the students' outcomes that will be resulted.

5. Writing Teaching-Learning Process at SMPN I Arjosari

The teaching and learning process of the four skills in English, including writing skill needs to be developed. It is urgent and reasonable because students should have communicative abilities of writing, reading, speaking, and listening in using English, because they will face today's globalization era. In line with this, Uma and Ponambala (2001) state that English is more than a subject to be learnt

but a skill (writing, reading, speaking, and listening) to be practiced and developed. As a result, the teaching and learning process of those skills needs to be done well in order to prepare the students to master English skillfully.

Until recently, most of the teaching of writing skill in Junior High School, including SMPN I Arjosari, is still done in a conventional way. The students are given an explanation of the text type which is learnt and they look at the model or the example of texts. Finally the teachers ask them to write a paragraph. The teachers do not use various media to arouse students' motivation, interest and understanding in writing. The resources are only from course books or module. Therefore, the common situation in the teaching writing is mostly uninteresting. The students are not enthusiastic to engage in the class activities. The students find difficulties in exploring ideas and integrating the ideas into a piece of writing. As a result, the students' writings are not qualified.

Kimble and Garnezy (1963) in Brown (2000: 7) claim that students which are relatively change in a behavioral tendency and learning are results of reinforced practices. It means that on the teaching processes, including the teaching of writing skill, the teachers have to show and help students to learn how to write, give instructions, guide students in writing, provide students with knowledge of writing and help the students to understand how to write effectively.

Based on a preliminary observation of the teaching and learning process of writing in the second grade of SMPN I Arjosari, the time allocation for learning English was five hours in a week (5 x 40 minutes). In this longer duration, the teacher did not maximize the learning process, including learning writing skill. It

is supported by the fact that the English teacher relied mostly on the use of the conventional media and a module during study. The teacher only used a blackboard in explaining the writing materials. The teacher also did not add any materials from other resources. In addition, the teacher did not explore the use of media that could help to create effective and fun learning of writing skill.

The students in the second grade of SMPN I Arjosari are mostly lack of enthusiasm, interest and motivation in their writing process. The students just learn from a module and write based on topics given by the teacher. In a longer duration of writing activities, most of the students spend their time to decide and develop their ideas for writing. The students face difficulties in exploring ideas and they also have limitation of vocabularies and grammar. In response to this, it is clear that the students' writing skill should be improved in some ways, for example through the use of media that are effective to arouse the students' motivation and interest.

Being able to write English texts well, the students need to do many practices with qualified inputs. Also the teachers need to play an important role in determining the students' success in writing. Moreover, they also need to improve their commitment as how to make their students engage in the writing process and reach the objectives of the study effectively and efficiently. In addition, improving the use of media on the teaching writing should be done to get better outcomes of students' writing.

B. Conceptual Framework

Writing skill is one of language skills which is needed to be mastered by students, including students of junior high school. Writing skill has significances in determining the students' communicative competence in the target language. Also, having good abilities in writing will help the students to explore ideas and write them into readable texts orderly and grammatically.

On the teaching and learning of writing skill, there are constraints faced by both teachers and students. As for example, the students face difficulties in expressing ideas because of their less writing practice. On the other hand, materials and media provided by teachers are monotonous and of a limited range. As a result, the students cannot develop their writing skill optimally.

Based on the effective media for teaching writing theory, it is known that effective media to teach writing should give qualified and understandable input in the pre-writing stage. The media should give the effects of spoken and written communication as the input. As, a result, the researcher uses communicative cartoon movies as an alternative media to teach writing because they can present both written and spoken communication to the students. Communicative cartoon movies are expected to be effective because the use of them can avoid the weaknesses of conventional media that are common to be used in teaching writing.

Communicative cartoon movies need to be utilized in teaching writing because they can present certain genres which are relevant to materials and can improve the students' motivation and understanding through the attractiveness of

its visual and audio sense. Moreover, communicative cartoon movies can guide the students to explore ideas and to write down the movie stories in the form of narrative and recount texts grammatically and orderly. To understand the story of the movies, the students are guided by some questions which are given after watching the movie. By answering the questions, the students are guided to rewrite the movie story using their own words. Besides, the students can master vocabularies through the subtitles of the movies and focus on the language features of the provided genre to produce grammatical narrative and recount writing. Consequently, the use of communicative cartoon movies needs to be utilized to alleviate students' errors in writing and to get the better outcomes.

Current practice of teaching writing in SMPN I Arjosari shows that the teacher still uses conventional media and monotonous writing activities that do not arouse the students' motivation in the learning process. This lead to the students' lack of interest in their writing process and lead to students' difficulties in exploring ideas and writing the ideas orderly and grammatically. Considering these weaknesses, the researcher tries to improve the teaching of writing skill through the use of communicative cartoon movies.

In conclusion, the teaching and learning process of writing skill, including the learning writing process in SMPN I Arjosari can be improved by employing effective, attractive, and appropriate learning media. A communicative cartoon movie is believed to be one of those media and is also believed to properly explore the potency of students in writing. In addition, to produce a good writing at the second grade students in SMPN I Arjosari, the students should be

motivated, be guided in expressing ideas and opinions, and be made aware of the benefits of their writing in their real life. Moreover, resources are also very important to build students' understanding in expressing ideas and to build students' interest in the writing. Based on the explanation above, writing skill can be improved more effectively by using modern/ up to date media such as communicative cartoon movies than using conventional/ ordinary media.

C. Hypothesis

With regard to the conceptual framework stated above, the hypothesis of this study is formulated as follows: "There is a significant difference on the students' writing skill between those who are taught using communicative cartoon movies and those who are taught without using it".

CHAPTER III

RESEARCH METHODS

The previous chapter presents the theoretical review, the conceptual frameworks of the study and the hypothesis. In reference to the previous chapter, the researcher presents a research method to determine the procedure and the result of the study. The method is presented as follows.

A. Research Type

This study uses quantitative method and belongs to experimental research. According to Johnson and Christensen (2008: 33), quantitative research is a research that relies primarily on the collection of quantitative data. Moreover Johnson and Christensen (2008: 41) states that experimental research is a research in which the researcher manipulates the independent variable and is interested in showing cause and effect.

There is a treatment to the subject of this study. There are two variables in this study: independent variables and dependent variables. The independent variable is communicative cartoon movies and the dependent variable is writing skill of the students at the second grade of SMPN I Arjosari.

B. The Subjects of the Study

For this study, the researcher used a quasi-experimental research design. The researcher did not form the groups by herself. Johnson and Christensen (2008: 329) state quasi-experimental research design is an experimental research design that does not provide for full control of potential confounding variables. In most instances, the primary reason why full control is not achieved is because

participants cannot be randomly assigned to groups. To obtain the sample of this study, the researcher chose a control and experiment class based on the available classes of the second grade students of SMPN I Arjosari.

The second grade students of SMPN 1 Arjosari in the academic year of 2011/2012 have the same chance to be the subjects of this study. The researcher consulted to the English teacher about students' heterogeneity in ability, difficulties and needs of the second grade students. Based on the consultation, it was known that students of class VIII A, VIII G, and VIII H tended to have the same ability, difficulties and needs in learning process. Finally, the researcher chose the classes randomly to determine which class that will be the experimental class and which class that will be the control class. As a result, class VIII H became the control class and class VIII A became the experimental class. The distribution of the sample is presented in Table 3.

Table 3: **Distribution of the Sample**

NO	Class	Quantity
1	VIII A (Control class)	30
2	VIII H (Experiment class)	30

C. Research Design

The research design of this study is *pretest-posttest control group design*.

The design which is illustrated by Arikunto (2006: 86), is presented as follows:

Table 4: **Pre-test Post-test Control Group Design**

Experimental group	Pretest	Treatment	Post Test
Control Group	Pretest	-	Post Test

Pre-test and post-test were conducted in both experimental and control class, i.e. class VIII A and class VIII H. Pretest was conducted before giving the treatment; the treatment was the use of communicative cartoon movies on the teaching of writing skill. The treatment was only given in the experimental class or class VIII H. Post-test was conducted at the end of the research procedures in both classes, VIII A and VIII H. The post-test's result determined the significance of the use of communicative cartoon movies on the teaching of writing skill.

D. Research Instruments

In constructing research instruments, the researcher decided a writing test to be used either for pre-test or post-test. The result was used to describe the significance and differences of achievement of the students taught by using communicative cartoon movies and conventional media. These instruments were based on the teaching syllabus, the standard of competencies and the basic competencies of English lesson in writing skill for the second grade of Junior High School in semester two. Through these tests, the students were asked to write a narrative and a recount text.

The six communicative cartoon movies which were used in teaching writing were "*Sponge Bob: Ripped Pant*, *Winnie the Pooh: A Valentine Day*, *Winnie the Pooh: Un-Valentine Day*, *Snow White*, *Mickey Mouse: The Prince and the Pauper*, and *The legend of Sleepy Hollow*". The movies "*Winnie the Pooh: Un-Valentine Day*, *Sponge Bob: Ripped Pant* and *Winnie the Pooh: A Valentine Day*" were used to teach recount in teaching writing. Whereas, the movies "*Snow*

White, Mickey Mouse: The Prince and the Pauper, and *The legend of Sleepy Hollow*” were used to teach narrative.

The other instrument was writing guidance in the form of work sheets. These worksheets were constructed based on the displayed movies. Each worksheet contains questions related to the displayed movie. These worksheets were filled by the students to guide them in writing paragraphs of a movie story through given questions. Besides, the researcher used an observation tool to assess their performances in their discussion.

1. Validity

a. Content Validity

The content validity assesses whether the instrument items are related not to the materials taught or not. All of the instruments of this study were arranged based on the teaching syllabus and Standard of Competence and Basic Competencies of Junior High School of the second grade students in semester two. The standard of competence is expressing the meaning of short functional written texts and simple short essays for interact with surroundings in the form of recount and narrative. The basic competency is expressing the meaning and rhetoric stages in a simple short essay using a variety of written language accurately, fluently, and acceptably for interact with surroundings in the form of recount and narrative.

The test used as pretest and posttest was constructed based on the materials taught and the syllabus. As stated by Tuckman (1988: 176), a test is an attempt to determine the ability of an individual in actual situation, but rather than

placing individual based on test result. A test is used to determine performance in the total set of situations. As a result, the test that will be the representative of set from what students get in learning process should consider the content validity. Related to this, through the pretest and posttest of writing narrative and recount texts, the students' skill in writing those texts can be measured.

The movies which were used as the treatments for experimental class were selected based on the characters, types, durations, genres and the relevance to the materials taught at second grade of Junior High School in semester two. There were six chosen movies: "*Sponge Bob: Ripped Pant*, *Winnie the Pooh: A Valentine Day*, *Winnie the Pooh: Un-Valentine Day*, *Snow White*, *Mickey Mouse: The Prince and the Pauper*, and *The legend of Sleepy Hollow*". Those movies have cartoon characters which are communicative and present a fantasy or narrative genre to teach narrative and recount texts. Also, the duration of each movie is less than 30 minutes. It means that the movie duration is appropriate to the time allocation of English lesson in SMPN I Arjosari which is 5x40 minutes in a week and the treatments were applied in the time allocation of 3x40 minutes.

After watching the movies, the students were asked to rewrite the movie stories through guidance which contained questions to guide them in their writing process. The guidance given guided the students to write narrative and recount texts grammatically and orderly. The questions were related to the characters, setting of places and times, conflicts and endings. Those constructed questions could help the students in understanding the movie as well as in making their writing draft.

To get one of the objectives of the study in teaching writing, the researcher observed the students to work cooperatively in doing the exercises in groups or in pairs. The observation tool consists of performance indicators for cooperative learning. The indicators are interpersonal and small group skills, face-to-face interaction, positive Interdependence, individual accountability, group processing.

According to Johnson, Johnson and Smith (1998), definitions of indicators of Cooperative Learning are:

1). Interpersonal and Small Group Skills

Groupworks cannot function effectively if members do not have or use the needed social skills. Collaborative skills which are commonly build in the groupworks include instructorship, decision-making, trust-building, communication, and conflict-management skills.

2). Face-to-Face Interaction

Team members promote each other's productivity by helping, sharing, and encouraging efforts to produce. Members explain, discuss, and teach what they know to teammates.

3). Positive Interdependence

Each team benefits when all members perform well, and is held accountable when one or more members do not be passive or active together. Team members perceive that they need each other in order to complete the group's task. Teachers may structure positive interdependence by establishing mutual goals (maximize own and each other's productivity), joint rewards (if all group members achieve above the criteria, each will receive bonus points), shared

resources (members have different expertise), and assigned roles (summarizer, encourager of participation, and elaborator).

4). Individual and Group Accountability

Each student is accountable for a specific task or topic as well as topics assigned to other group members. Teachers assess the quality and quantity of each member's contributions and give the results to the group and the individual.

5). Group Processing

Groups need specific time to discuss how well they achieve their goals and maintain effective working relationships among members. Teachers also monitor the groups and give feedback on how well the groups are working together.

b. Construct Validity

Construct validity is validity that measures the constructed test whether it is relevant to the knowledge concept of the test or not (Nurgiyantoro 2001: 103-104). The test items should indicate the thinking aspect mentioned in specific instructional aims. Furthermore, Arikunto (2003: 67-68) states that the construct includes knowledge aspect, understanding aspect, and application aspect.

In conducting the construct validity, the researcher consulted the test and materials to the lectures and the English teacher (*expert judgment*). Related to this, Tuckman (1988: 176) claims that construct validity is established by relating a presumed measured of a hypothetical quality with some behavior that is

hypothesized to underlie or by relating a behavior to a test of some construct that is an attempt to explain the construct.

To fulfill the construct validity, the researcher also constructed the instruments according to the blueprint of writing ability consisting of specific indicators. The blueprint of writing test is presented as follows:

Table 5: Blueprint of writing test

Questions	Standard of Competence	Basic Competencies	Indicators
1. Find a story that you know well. It could be a folk tale or a legend. Write down your story at least 2 paragraphs which consist of 250 words. Use your own words.	12. Expressing the meaning of short functional written texts and simple short essays for interact with surroundings in the form of recount and narrative.	12.2. Express the meaning and rhetoric stages in a simple short essay using a variety of written language accurately, fluently, and acceptably for interact with surroundings in the form of narrative.	1. Understand the meanings, the linguistic features, and the text structure of written narrative. 2. Create written narrative using the appropriate linguistic features and text structure.
2. Now think one of your memorable experiences. Write down your experience at least 2 paragraphs which consist of 250 words.	12. Expressing the meaning of short functional written texts and simple short essays for interact with surroundings in the form of recount and narrative.	12.2. Express the meaning and rhetoric stages in a simple short essay using a variety of written language accurately, fluently, and acceptably for interact with surroundings in the form of narrative.	1. Understand the meanings, the linguistic features, and the text structure of written recount. 2. Create written recount using the appropriate linguistic features and text structure.

2. Reliability

Reliability refers to the consistency or stability of the test scores, Johnson and Christensen (2008: 144). In this study, the researcher employed *inter-rater* or *inter-scorer reliability* to measure the reliability of the instrument of writing ability. Johnson and Christensen (2008: 150) state that *inter-scorer reliability* is the degree of agreement between two or more raters or scorers. The inter-scorer reliability is obtained by using correlation coefficient between two classes (*Intraclass Correlation Coefficients*). It involved an assessment made by two individuals, i.e. the English teacher as the first rater and the second rater was the researcher herself.

The categorization of the reliability is based on the value of the reliability coefficient as maintained by Sugiyono (2010: 231) :

Table 6: **Category of Reliability Coefficient**

Reliability Coefficient	Category
0.800 – 1.000	Very High
0.600 – 0.790	High
0.400 – 0.599	Sufficient
0.200 – 0.399	Low
0.000 – 0.199	Very Low

By calculating the reliability of the scores of the first and the second rater, all the correlation coefficients between the two raters were categorized into the *very high* category. It can be inferred that the scores given by the two raters are

reliable. The obtained results of the inter-rater reliability are shown in the following table:

Table 7: **Inter-Rater Reliability**

Source	Correlation Coefficient	Category
Pre-Test of the Control Class	0.832	Very High
Pre-Test of the Experimental Class	0.836	Very High
Post-Test of the Control Class	0.943	Very High
Post-Test of the Experimental Class	0.953	Very High

E. Data collecting technique

The researcher carried out a pretest and a posttest for the subjects of this study. The pretest was conducted before the treatment and the posttest was conducted after the treatment. Both classes were given pretest and posttest. The treatment with communicative cartoon movies was given only to the experimental class. Table 8 presents the implementation of this study.

Table 8: **The Implementation of this Study**

No	Date	Activities	Time	Material	Media
1	February 11 th , 2012	Observation in Experimental Class (VIII H)	2x40 minutes	Recount	Conventional Media
2	February 11 th , 2012	Observation in Control Class (VIII A)	2x40 minutes	Recount	Conventional Media
3	February 16 th , 2012	Pre test in Experimental class (VIII H)	3x40 minutes	Recount and Narrative	-
4	February 17 th , 2012	Pre test in Control class (VIII A)	3x40 minutes	Recount and Narrative	-
5	February 23 rd , 2012	Learn recount texts and learn how to write recount through movies (VIII H)	3x40 minutes	Recount	Communicative Cartoon Movies to Learn Recount
6	February 24 th , 2012	Learn recount texts (VIII A)	3x40 minutes	Recount	Conventional Media
7	March 1 st , 2012	Watch movies and write the movie stories in pairs and individually. (VIII H)	3x40 minutes	Recount	Communicative Cartoon Movies to Learn Recount
8	March 2 nd , 2012	Write recount texts based on topics in pairs and free topics individually. (VIII A)	3x40 minutes	Recount	Conventional Media

Continued

No	Date	Activities	Time	Material	Media
9	March 3 rd , 2012	Revise stage and teacher's feedback (VIII A)	2x40 minutes	Students' Writings	-
10	March 3 rd , 2012	Revise stage and teacher's feedback (VIII H)	2x40 minutes	Students' Writings	-
11	March 8 th , 2012	Learn narrative texts and learn how to write narrative through movies. (VIII H)	3x40 minutes	Narrative	Communicative Cartoon Movies to Learn Narrative
12	March 9 th , 2012	Learn narrative texts. (VIII A)	3x40 minutes	Narrative	Conventional Media
13	March 15 th , 2012	Watch movies and write the movie story in pairs and individually. (VIII H)	3x40 minutes	Narrative	Communicative Cartoon Movies to Learn Narrative
14	March 16 th , 2012	Write narrative text based on topics in pairs and free topics individually. (VIII A)	3x40 minutes	Narrative	Conventional Media
15	March 17 th , 2012	Revise stage and teacher's feedback (VIII A)	2x40 minutes	Students' Writings	-
16	March 17 th , 2012	Revise stage and teacher's feedback (VIII H)	2x40 minutes	Students' Writings	-
17	March 29 th , 2012	Post test in Experimental class (VIII H)	3x40 minutes	Recount and Narrative	-
18	March 30 th , 2012	Post test in Control class (VIII A)	3x40 minutes	Recount and Narrative	-

F. Data Analysis

1. Descriptive analysis

Descriptive analysis employs the result of the mean and the standard deviation. Hatch and Farhady (1982: 39) indicate that descriptive analysis is statistics used to summarize data. There are two descriptive analyses in this study: mean and standard deviation.

a. Mean and Standard Deviation

Hatch and Farhady (1982: 55) state that mean is commonly used measurement of central tendency because the mean takes all score into account. The mean is same as average of score.

Hatch and Farhady (1982: 57) state that standard deviation is used to measure variability. The larger the standard deviation, the more variability from the central point in the distribution and the smaller the standard deviation, the closer the distribution is to the central point.

b. Categorization

Data categorization was based on the ideal mean as an ideal benchmark and standard deviation, which are then grouped into six categories, while the distance determination uses the standard deviation within six standard deviation. The calculation of the ideal mean and the standard deviation is presented as follows:

The ideal mean (M_i) is calculated using the formula:

$$M_i = 1/2 (\text{the highest possible score} + \text{the lowest possible score})$$

$$M_i = 1/2 (100 + 34) = 67.0$$

While the ideal standard deviation (SD_i) is calculated using the formula:

$$SD_i = 1/3 \{(\text{the highest possible score} + \text{the lowest possible score}) - M_i\}$$

$$SD_i = 1/3 \{(100 + 34) - 67.0\} = 22.5$$

Based on the calculation above, the six categories of the grouping can be defined as follows:

Table 9: **Guidelines for Providing Interpretation of Research Variables**

Category	Interval Scores
Excellent	111.0 – 133.4
Very Good	89.5 – 110.9
Good	67.0 – 89.4
Fair	44.5 – 66.9
Poor	22.0 – 44.4
Very poor	0.0 – 21.9

2. Inferential Analysis

a. Normality Test

Normality test is used to know whether the data distribution is normal or not. Furthermore, the researcher employed *One Sample Kolmogorov-Smirnov* formula.

The formula of *One Sample Kolmogorov-Smirnov* as stated by Sugiyono (2010: 156) is presented as follows:

$$D = \text{Maksimum} [F_O(X) - S_N(X)]$$

In which:

$F_O(X)$ = the case proportion expected to have the same or less score of X

$S_N(X)$ = observed cumulative distribution

Based on the significance level, the conclusion can be derived:

- 1). If the significance probability > 0.05 , the data have a normal distribution.
- 2). If the significance probability < 0.05 , the data deviate from normal distribution.

b. Homogeneity Test

Homogeneity test is used to know whether sample taken has the same variance and does not show the significant difference among data. Johnson and Christensen (2008: 154) state that homogeneity refers to how well the different items in a test measure the same construct or trait. Moreover, the formula that is used in the homogeneity test is:

$$F = \frac{S^2 b}{S^2 k}$$

In which: F = F coefficient

$S^2 b$ = The highest variance

$S^2 k$ = The lowest variance

Based on the significance level, the conclusion can be derived:

- 1). If the significance probability > 0.05 , the variance is homogenous.
- 2). If the significance probability > 0.05 , the variance is not homogenous.

c. Hypothesis testing

- 1). $H_0: \mu_1 = \mu_2$: There is no significant difference on the students' writing skill between students taught using communicative cartoon movies and students taught without using communicative cartoon movies.
- 2). $H_a: \mu_1 \neq \mu_2$: There is a significant difference on the students' writing skill between students taught using communicative cartoon movies and students taught without using the communicative cartoon movies.

One of the most common statistical significances test is called *t-test* for independent samples. Moreover, to analyze the data of pre-test and post-test

scores, the researcher employed *t-test*. Johnson and Christensen (2008: 516) state that *t-test* for independent samples is used with a quantitative dependent variable and a dichotomous (i.e., composed of two groups) independent variable. The purpose of this test is to see whether the difference between the means of two groups is statistically significant.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This study was a quasi experimental study. It is aimed at seeing the data of description of the student's writing skill in the experimental class that were taught by using communicative cartoon and those in the control class that were not.

There were an experimental class and a control class in this study. Moreover, pre-test and post-test were given to both experimental and control class. In experimental class, pre-test was conducted before treatment, whereas post-test was done after treatment. On the other hand, in the control class similar tests were conducted; yet, there was no treatment applied.

In this chapter, the writer presents the result of descriptive analysis, inferential analysis, interpretation and discussion. The descriptive analysis describes the result of the tests. The inferential analysis explains the result of pre-testing, the interpretation interprets the data findings and the discussion describes the results of the hypothesis testing. To process the data, the researcher used *SPSS 13 for Windows* computer program.

A. Descriptive Analysis

The descriptive analysis describes the results of the tests. Both pre-test and post-test are used in this study. In this study, the researcher used writing tasks of narrative and recount texts. The sample of the students was 60 students, comprising 30 students for experimental class and the rest 30 for control class in which both of the experimental and control class.

1. Pre-test

a. The Description of Writing Test of the Control Class

The data obtained from the pre-test given to control class shows that the minimum score is 51 and the maximum score is 76. Moreover, the mean value is 60.25, the mode is 55.5, the median is 59.0 and the standard deviation is 6.66. The results of the data analysis are presented in the table of descriptive analysis as shown below.

Table 10: **Descriptive Analysis of the Pre-Test Score on Writing Skill of the Control Class**

N	$\sum X$	Mn	Mo	Md	SD	Max	Min
30	1807.5	60.25	55.5	59.0	6.66	76	51

In addition, the pre-test data of the control class are described on the score criteria. There are six categories to classify the scores such as *excellent*, *very good*, *good*, *fair*, *poor* and *very poor*.

In reference to the pre-test score of the control class, the categorization of students' writing skill is presented in the Table 11. The table shows that there are four respondents (13.3%) who are classified into *good* category. Then, twenty six respondents (86.7%) are classified into *fair* category. No respondent is categorized into *excellent*, *very good*, *poor* and *very poor* category. Furthermore, the highest frequency (twenty six respondents = 86.7%) is in *fair* category and the mean value of pre-test on the control class is 60.25. Therefore, from the table

above, it can be inferred that most students in the control class have fair writing skill before applying the treatment to the experimental class.

Table 11: Frequency Distribution of the Pre-Test Scores on Writing Skill of the Control Class

No	Score	Frequency			Category
		Absolute	Relative (Percentage)	Cumulative (Percentage)	
1	111.0 – 133.4	-	-	-	Excellent
2	89.5 – 110.9	-	-	-	Very Good
3	67.0 – 89.4	4	13.3	13.3	Good
4	44.5 – 66.9	26	86.7	100.0	Fair
5	22.0 – 44.4	-	-	-	Poor
6	0.0 – 21.9	-	-	-	Very poor
Total		30	100		

b. The Description of Writing Test of the Experimental Class

Moreover, the data obtained from the pre-test given to the experimental class shows that the minimum score is 51 and the maximum score is 67.50. Therefore, the mean value is 59.6, the mode is 51, the median is 60.25, and the standard deviation is 4.83. The result of the data analysis is presented in the table below.

Table 12: **Descriptive Analysis of the Pre-Test Score on Writing skill of the Experimental Class**

N	ΣX	Mn	Mo	Md	SD	Max	Min
30	1789	59.63	51	60.25	4.83	67.50	51

Moreover, in reference to the pre-test score of the experimental class, the categorization of students' writing skill is presented in the following table below:

Table 13: **Frequency Distribution of the Pre-Test Scores on Writing Skill of the Experimental Class**

No	Score	Frequency			Category
		Absolute	Relative (Percentage)	Cumulative (Percentage)	
1	111.0 – 133.4	-	-	-	Excellent
2	89.5 – 110.9	-	-	-	Very Good
3	67.0 – 89.4	2	6.7	6.7	Good
4	44.5 – 66.9	28	93.3	100.0	Fair
5	22.0 – 44.4	-	-	-	Poor
6	0.0 – 21.9	-	-	-	Very poor
Total		30	100		

Table 13 shows that there are two respondents (6.7%) who are classified into *good* category. Then, twenty eight respondents (93.3%) are classified into *fair* category. No respondent is categorized into *excellent*, *very good*, *poor* and *very poor* category. Furthermore, the highest frequency (twenty eight respondents =

93.3%) is in *fair* category and the mean value of pre-test on the control class is 59.63. Therefore, from the table above, it can be inferred that most students in the experimental class have fair writing skill before applying the treatment to this class.

c. Comparison between the Pre-test Scores on Writing Skill of the Control and Experimental Class

In this part, both pre-test scores are described based on the results that were done by the respondents. Yet, both scores are distinctive by nature. The comparison between the pre-test scores of the control and experimental class are presented in the following table.

Table 14: Descriptive Analysis of the Pre-test Scores on Writing Skill of the Control and Experimental Class

Data	N	$\sum X$	Mn	Mo	Md	SD	Max	Min
Pre-test Scores on Writing Skill of the Control Class	30	1807.5	60.25	55.5	59	6.66	76	51
Pre-test Scores on Writing Skill of the Experimental Class	30	1789	59.63	51	60.25	4.83	67.50	51

Table 14 shows that the mean value on the experimental class is 59.63 while that in the control class is 60.25. It means that the mean value of the

experimental class is lower than that of the control class; however the mean value difference is not quite significant.

Although the mean value of the pretest of experimental class is lower than that of the control class, i.e. $59.63 < 60.25$, both classes are classified into *fair* category. It is showed in Table 10 and 12 that the highest frequency of the pre-test scores of the experimental class (twenty eight respondents = 93.3%) and the highest frequency of the pre-test scores of the control class (twenty six respondents = 86.7%) are categorized into a *fair* category. So, it can be concluded that most students of both classes are classified into the same level, i.e. a *fair* level or both classes have fair writing skill.

In this study, the researcher employed *t-test* to test whether there is any significant difference of the pretest scores in both classes - experimental and control class - before the treatment was applied. The researcher used *SPSS 13* computer program to analyze the hypothesis and the data. Theoretically, in the hypothesis testing, H_1 is accepted if the value of $p < 0.05$ or $t_{\text{observed}} > t_{\text{table}}$. So H_0 is rejected and H_1 is accepted. The result of *t-test* is presented in the following table.

Table 15: **The Result of t-test of Pre-Test Scores on the Experimental and Control Class**

Data	t_{observed}	t_{table}	d.f.	p	α	Interpretation
<i>Pre-test</i>	0.410	2.001	58	0.683	0.05	Not Significant

From the table above, it can be seen that $t_{\text{observed}} < t_{\text{table}}$, i.e. $0.410 < 2.001$ with, also $p > \alpha$, i.e. $0.683 > 0.05$. Therefore, the null hypothesis is accepted

properly. It means that before the use of communicative cartoon movies applied in the experimental class; both classes have no significant difference on the students' writing skill and both classes are proper to be researched.

2. Post-Test

a. The Description of Writing Test of the Control Class

The data obtained from the post-test of writing test given to control class shows that the minimum score is 61.5 and the maximal score is 83.5. Moreover, the mean is 70.37, the mode is 70, the median is 70 and the standard deviation is 4.54. The results of the data analysis are presented in the table below.

Table 16: **Descriptive Analysis of the Post-test Score on the Writing skill of the Control Class**

N	ΣX	Mn	Mo	Md	SD	Max	Min
30	2111	70.37	70	70	4.54	83.5	61.5

Moreover, in this part, the data of post-test of the control class is also described on the score criteria. There are six categories to classify the scores such as *excellent*, *very good*, *good*, *fair*, *poor* and *very poor*.

In reference to the post-test scores of the control class, the categorization of students' writing skill is presented in the Table 17. The table shows that there are twenty five respondents (83.3%) who are classified into *good* category. Then, five respondents (16.7%) are classified into *fair* category. No respondent is categorized into *excellent*, *very good*, *poor* and *very poor* category. Furthermore, the highest frequency (twenty five respondents = 83.3%) is in *good* category and

the mean value of pre-test on the control class is 70.37. Therefore, from the table above, it can be inferred that most students in the control class have good writing skill after applying the treatment to the experimental class.

Table 17: Frequency Distribution of the Post-test Scores on Writing Skill of the Control Class

No	Score	Frequency			Category
		Absolute	Relative (Percentage)	Cumulative (Percentage)	
1	111.0 – 133.4	-	-	-	Excellent
2	89.5 – 110.9	-	-	-	Very Good
3	67.0 – 89.4	25	83.3	83.3	Good
4	44.5 – 66.9	5	16.7	100.0	Fair
5	22.0 – 44.4	-	-	-	Poor
6	0.0 – 21.9	-	-	-	Very poor
Total		30	100		

b. The description of Writing Test of the Experimental Class

The data obtained from the post-test on writing skill of the experimental class shows that the minimum score is 72.50. And the maximum score is 85. Therefore, the mean value of post-test on the experimental class is 76.73. The median is 76.25, the mode is 76.00, and the standard deviation is 3.05.

Table 18: **Descriptive Analysis of the Post Test Scores on the Writing Skill of the Experimental Class**

N	ΣX	Mn	Mo	Md	SD	Max	Min
30	2302	76.73	76.00	76.25	3.05	85.00	72.50

The results of the post-test on the experimental class show that there are twenty thirty respondents (100.0%) who are classified into the *good* category. No respondent is categorized into *excellent*, *very good*, *fair*, *poor*, or even *very poor* categories. This is incredible evidence. All respondents are able to increase the scores. The result of the post-test on the experimental class is presented in the following table.

Table 19: **Frequency Distribution of the Post-test Scores on Writing Skill of the Experimental Class**

No	Score	Frequency			Category
		Absolute	Relative (Percentage)	Cumulative (Percentage)	
1	111.0 – 133.4	-	-	-	Excellent
2	89.5 – 110.9	-	-	-	Very Good
3	67.0 – 89.4	30	100.0	100.0	Good
4	44.5 – 66.9	-	-	-	Fair
5	22.0 – 44.4	-	-	-	Poor
6	0.0 – 21.9	-	-	-	Very poor
Total		30	100		

Table 19 shows that the highest frequency (thirty respondents = 100.0%) is on the *good* category and the mean value of the post-test of the experimental class is 76.73. Therefore, from the table above, it can be inferred that all students on the experiment class after getting the treatment have good writing skill.

c. Comparison between the Post-test Scores on Writing Skill of the Control and Experimental Class

The results of the students' post-test scores in both classes are described in this part. The comparison between the post-test scores of the control and experimental class are presented in the following table.

Table 20: Descriptive Analysis of the Post-test Scores on Writing Skill of the Control and Experimental Class

Data	N	$\sum X$	Mn	Mo	Md	SD	Max	Min
Post-test Scores on Writing Skill of the Control Class	30	2111	70.37	70	70	4.54	83.5	61.5
Post-test Scores on Writing Skill of the Experimental Class	30	2302	76.73	76.00	76.25	3.05	85.00	72.50

Table 20 shows that there was an increase (17.1) of the mean value on the experimental class (76.73) and there was an increase (10.12) of the mean value on the control class (70.37). It means that the increase of the mean value on the experimental class is higher than that of the control class.

It is known that both classes are classified into a different category. It is showed in Table 19 that the highest frequency of the post-test score of the experimental class (thirty respondents = 100.0%) is categorized into the *good* category. Also, based on Table 17 the highest frequency of the post-test score of the control class (twenty five respondents = 83.3%) is categorized into the *good* category. So, it can be inferred that all students of experimental class and most students of control class have good writing skill after applying the treatment to the experimental class. Also, the improvement of the experimental class is higher than that of the control class, i.e. $93.3\% > 70\%$.

B. Inferential Analysis

1. Pre-testing Analysis

Pre-testing should be done before the researcher draws a hypothesis. It consists of two parts: normality and homogeneity test. The normality was used to examine whether the data scores show the normal distribution. Therefore, the homogeneity test was used to see the sample's variance is homogeneous or not. The results are presented as follows.

a. Normality Test

The test of normality is aimed at finding out whether the data of the scores show the normal distribution. To test the normality, the researcher employed *One-Sample Kolmogorov-Smirnov*. Theoretically, in pre-testing analysis, if the value of p or *Asymp. Sig. 2-tailed* is greater than α (0.05), the data has a normal distribution (Imam Ghazali, 2009:151). However, if it is lower than 0.05 the data is not in a normal distribution. The following table presents the result of the normality test of students' writing skill.

Table 21: **The Result of the Normality Test of Students' writing skill**

Variables	p	α	Interpretation
Pre-test of experimental class	0.993	0.05	Normal
Post-test of experimental class	0.397	0.05	Normal
Pre-test of control class	0.765	0.05	Normal
Post-test of control class	0.298	0.05	Normal

Table 21 shows that the values of p or *Asymp. Sig. (2-tailed)* of the pre-test of both experimental and control class are greater than 0.05, i.e. $0.993 > 0.05$ and $0.765 > 0.05$. Moreover, the values of p of the post-test of the experimental and control classes are also greater than 0.05, i.e. $0.298 > 0.05$ and $0.397 > 0.05$. It means that the data of the pre-test and post-test of both classes are in the normal distributions.

b. Homogeneity Test

Homogeneity test is used to examine whether the sample variance was homogeneous or not. In this case, the researcher used *F test* to examine the homogeneity of the pre-test and post-test data of both classes. In pre-testing analysis, if $F_{\text{observed}} \leq F_{\text{table}}$ or the value of p is greater than 0.05, the data is homogeneous. The result of the homogeneity test of the pre-test and post-test of the control and the experimental class is presented in the following table.

Table 22: **The Result of the Homogeneity Test of the Pre-Test and Post-test of the Control and Experimental Class**

Sources	Groups	N	Fo	Ft	d.f.		p	Level of Significance	Interpretation
Pre-test	Experimental	30	1.584	4.007	1	58	0.213	0.05	Homogeneous
	Control	30							
Post-test	Experimental	30	1.263	4.007	1	58	0.266	0.05	Homogeneous
	Control	30							

Table 22 shows that the value of p of pre-test (0.213) is greater than the level of significance (0.05) with $F_o \leq F_t$, i.e. $1.584 \leq 4.007$. Besides, the value of p of

the post-test (0.266) with $F_o \leq F_t$, i.e. $1.263 \leq 4.007$ is also greater than the level of significance (0.05). This means that the sample variance of the writing skill test in both classes is homogenous.

2. Hypothesis Testing

The hypothesis testing is aimed at revealing whether there is a significant difference on the writing skill between the students who are taught using communicative cartoon movies and those who are taught without using communicative cartoon movies. First, the hypothesis must be changed into the null hypothesis (H_0) before the hypothesis is rejected or accepted. Absolutely, the null hypothesis is “There is no significant difference on the students’ writing skill between students taught using communicative cartoon movies and students taught without using communicative cartoon movies”.

In this study, the researcher used *SPSS 13* computer program to analyze the hypothesis and the data. The *t-test* was employed to test the hypothesis because the scores of both pre-test and post-test and the mean score of both classes are different. Theoretically, in the hypothesis testing, H_1 is accepted if the value of $p < 0.05$ or $-t_{\text{observed}} < -t_{\text{table}}$. So, H_0 is rejected and H_1 is accepted. The result of *t-test* is presented in the following table.

Table 23: **The Result of t-test of Post-test Scores on the Students’ Writing Skill Taught by Using Communicative Cartoon Movies and Those Taught Without Using It**

Data	t_{observed}	t_{table}	d.f.	p	α	Interpretation
<i>Post-Test</i>	-6.369	- 2.001	58	0.000	0.05	Significant

From the table above, it can be seen that $-t_{\text{observed}} < -t_{\text{table}}$, i.e. $-6.369 < -2.001$ with, also $p < \alpha$, i.e. $0.000 < 0.05$. Therefore the null hypothesis is rejected properly. It means that the use of communicative cartoon movies shows a significant difference on the students' writing skill seen from the results of the post-test after controlling students' pre-test scores. In addition, it can be said that the use of communicative cartoon movies has a significant influence on the students' writing skill.

C. Interpretation

In this part, the researcher presents the interpretation of the findings. Some results are found and examined by the researcher. Based on the analysis, it is found that there is a significant difference on the students' writing skill between those who are taught using communicative cartoon movies and those who are taught without using it.

Before the treatment was given, both classes were given pre-test which consisted of two tasks. It was conducted to know whether there was no significant different on students' writing skill between the control and the experimental class or not. Furthermore, the *t-test* result shows that the probability is higher than in the level of significance, i.e. $0.683 > 0.05$. It means that the students of the control class have the same ability with the students of the experimental class in writing. Besides, the researcher also observed the students' writing process of both classes while doing the pre-test. It was known that the students of the two classes had the same difficulties in writing; they experienced difficulty in exploring ideas, had limitation of vocabularies, and had limited knowledge about grammar. Also, the researcher interviewed the teacher to get information whether the teacher of those classes used the same media (for example blackboard), materials, methods and techniques in teaching writing in the control class and the experimental class or not. It means that the students of those classes have the same ability on their writing skill, as well as the same learning experiences. As a result, both experimental and control class are proper to be researched.

After the treatment was given to the experimental class, the post-test was conducted in both classes. It was aimed to know the improvement of those classes, especially for the experimental class which was taught using communicative cartoon movies. The improvement of the writing skill could be searched out from the mean scores of the post-test of experimental and control classes. In fact, both classes show the improvement in their writing skill, but the experimental class shows higher improvement on their writing skill with the difference in gain scores of pre-test to post-test: 17.1, whereas the control class shows a gain difference of 10.12.

The data of this study are homogeneous and normally distributed. This is proven through the test for normality distribution with the probabilities that are greater than 0.05. Homogeneity of variance test is then performed. The analysis of homogeneity of variance test shows that the population is drawn from a homogeneous variance with the probability which is greater than 0.05.

The improvement of the experimental group is due to the different treatment as well. The treatment is the use of communicative cartoon movies in teaching writing in the experimental class. On the other hand, the improvement of the control group is solely due to the use of ordinary media such as texts and blackboard.

The difference between the control and experimental class is definitely due to the use of media in the teaching writing. It is proved that the teaching and learning process of writing in those classes has the same objectives of the study, method, materials and teacher. Also both classes use Communicative Language

Teaching as the method and uses narrative and recount texts as their materials. In addition, the learning activities in both classes consist of four phases; they are Building Knowledge of the Field, Modeling of Text, Joint Construction of the Text, and Independent Construction of the Text.

On the phase of Modeling of Text, the use of communicative cartoon movies was applied in the experimental class. The students learnt how to write recount and narrative using movies. The students watched a communicative cartoon movie to give more concrete examples of narrative and recount stories. A text derived from the story of a communicative cartoon movie was provided to the students to be learnt through some exercises.

The use of communicative cartoon movies was also applied on Joint Construction of the Text phase. Students were asked to write a text based on a communicative cartoon movie story using a guidance sheet in pairs. In addition, on Independent Construction of the Text phase, the students watched and wrote a text individually based on a communicative cartoon movie without guidance given by the teacher, the teacher only guided the students in their pre-writing stage orally.

There were no communicative cartoon movies applied on the Modeling of Text, Joint Construction of the Text, and Independent Construction of the Text in the control class. In addition, the students wrote texts in pairs based on stories and pictures on Joint Construction of the Text. Finally, on Independent Construction of the Text, the students were asked to write texts individually based on topics with guided questions.

The atmosphere of the teaching and learning process in the experimental class was pleasant. The students in that class were motivated, active and enthusiastic to engage in their learning and writing process. While the attitudes of students in control class were looked uninspired and bored. This ultimately reduced attention and concentration of students in the learning and writing process.

Based on the explanations that have been presented above, it is clear that there is a difference between the two classes. The enthusiasm shown in the experimental class is not shown in the control class. In the experimental class, students were more relaxed and easier in exploring ideas to write. The classroom atmosphere was more fun so that they could easily capture the material provided. So, it can be concluded that the communicative cartoon movies contribute positively to the teaching and learning writing process. It is also shown that there is a significant difference in the mean values of the post-test in the experimental class and the control class. The mean value of the post-test of the experimental class is higher than the mean value of the post-test in the control class, i.e. $76.73 > 70.37$. So, the result of the experimental class learning achievement is higher than that of the control class.

Furthermore, the result of the *t-test* shows that the value of the significance is lower than 0.05 i.e. $0.000 < 0.05$ (see Table 23). It means that there was a significant difference on the post-test scores between two classes after the experimental class was given a treatment. It shows clearly that the use of communicative cartoon movies gives a significant difference on students' writing

skill. In fact, the use of communicative cartoon movies also gives positive atmosphere in improving the students' writing skill. So, the hypothesis that has stated in this study is accepted, whereas the null hypothesis is properly rejected.

The result of this study is supported by a previous study done by Bestari Prameswari entitled " *Keefektifan Media Film dalam Keterampilan Menulis Bahasa Jerman di SMA Negeri 1 Pemalang*". After giving a treatment in the experimental class, the mean value of the post-test in the experimental class is greater than that of the control class, i.e. $11.636 > 10.343$. The study indicated that the use of movies gave positive influence to the students' writing in Germany. In addition, the teaching and learning writing by using movies are effective to improve the students' writing skill in SMAN 1 Pemalang.

D. Discussion

Writing is a complex activity, which starts with decisions about how much information and what type of information a text should have, and then it progresses with organizing the information and finally, students need to decide how everything will be linguistically expressed. Types of input need to facilitate different aspects of writing.

Through writing practices using communicative cartoon movies, the student's writing skill in the class VIII H of SMPN I Arjosari can be improved. Another improvement that could be seen from the experimental class was that the students were more motivated in their writing process. As a result, the students could learn without any pressure and engaged in learning writing movies.

Communicative cartoon movies are beneficial to help the students in learning writing. The students in the experimental class were helped to explore ideas for writing and focus on the generic structure and language features of each genre. So the students were able to produce recount and narrative texts orderly and grammatically.

Champoux (2003) states that movies can offer a visual portrayal of abstract theories and concepts taught in teaching and learning processes, including teaching and learning writing. Furthermore, he states that inexperienced students will likely benefit from the use of movies because of a greater feeling of reality. Showing concepts through different movies also shows the application of these concepts in different situations. Students can also see and experience worlds beyond their own, especially if the scenes sharply differ from their local

environment. It can be seen through the teaching of writing in the experimental class that movies could be a comfortable and familiar media to keep the students' interest to the materials transmission and the writing process because students could see the materials and concepts in action. In response, the students could understand the materials of recount and narrative texts and produce the texts grammatically and orderly.

These facts were different to the students in the control class which were taught using conventional media, but the materials, teacher, method and technique were same to that of the experimental class. The students tended to spend much time in exploring ideas to write recount and narrative text. They were lack of enthusiasm and motivation to engage in their writing process, because the students had limited vocabularies and contents that they had to find out by themselves to produce those texts.

Theoretically, the use of movies in learning writing gives chances to students to explore and develop ideas for writing. It can be stated that movies can make the students active and motivated in writing. As stated by Lay (1999) in Prameswari (2010), the main task through the use of movies, should make the students active by giving chances to them to participate in the learning process. Therefore, he states that the tasks should include questions which demand the students to be active in noticing the movie story. Although, sometimes the students in the experimental class found it hard to understand every single detail of the movies, but the movies were helpful to the students to write recount and narrative texts.

From the explanation above, it can be concluded that the use of communicative cartoon movies are more effective than the use of conventional media to be employed in teaching and learning writing for students of Junior High School. Furthermore, this is showed by the categorization of the pre-test scores of both experimental and control class before the treatment is given (see Table 10 and 12), which is classified into a *fair* category. Also, the mean value of the control class is higher than that of the experimental class, i.e. $60.25 < 59.63$. Furthermore, from the post-test scores in Table 17, it can be seen that the control class are classified into the *good* category and the experimental class are classified into the *good* category (see Table 19). However, the mean value of the post-test on the experimental is higher than that on the control class, i.e. $76.73 > 70.37$ (see Table 20). It means that the use of communicative cartoon movies as the treatment can significantly improve the students' writing skill.

Moreover, the result of *t-test* shows that the value of significance is lower than the significance level of this study, i.e. $0.000 < 0.05$ (see Table 23). It means that there is a significant difference on the students' writing skill between those who are taught using communicative cartoon movies and those who are taught without using it. Finally, the hypothesis "There is a significant difference on the students' writing skill between those who are taught using communicative cartoon movies and those who are taught without using it" is accepted.

Apart from this study finding, the aims of the teaching writing stated in the teaching syllabus either using communicative cartoon movies or conventional media of the VIII grade in SMPN I Arjosari, both in experimental and control

class can be obtained. The aims are in line with those stated in 2006 curriculum which states that on the functional level, students are able to create some monologue short functional texts and essays in the form of recount and narrative. It is proved when students of those classes could write or could produce recount and narrative texts orderly, grammatically and correctly.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This last chapter presents the conclusion drawn from the research. It also presents suggestions for teachers, students, and future researchers as well. This chapter is divided into three parts: conclusions, implications, and suggestions.

A. Conclusions

As stated in the formulation of the problems in the previous chapter, this study aims at finding out whether there is a significant difference on writing skill between students who are taught using communicative cartoon movies and those who are taught without communicative cartoon movies.

Based on the research findings and the discussion in the previous chapter, the researcher proposes some conclusions as follows.

1. All students who are taught using communicative cartoon movies have good writing skill. The mean value of the posttest of the experimental class after the treatment given is 76.73.
2. Most students who are not taught using communicative cartoon movies have good writing skill. The mean value of the posttest of the control class after the treatment given is 70.37.
3. The hypothesis “There is a significant difference in writing skill between students who are taught using communicative cartoon movies and students taught without using communicative cartoon movies” is accepted. It is supported by the result of *t-test* of the post-test scores between the control

and experimental class. It shows that $-t_{\text{observed}} < -t_{\text{table}}$, i.e. $-6.369 < -2.001$ with $p < \alpha$, i.e. $0.000 < 0.05$.

B. Implications

Implications are drawn from the research finding. The research came with a finding that there is a significant difference on the students' writing skill between students who are taught using communicative cartoon movies and those who are taught without using communicative cartoon movies. Moreover, this research implies that the use of communicative cartoon movies is needed in teaching writing.

Considering the conclusions drawn above, it implies that the use of communicative cartoon movies is capable to promote the improvement of students' writing skill in which it can be seen from the progress of the students' writing scores after given a treatment using communicative cartoon movies. It is expected that the teachers are highly recommended to utilize communicative cartoon movies on the teaching of writing skill in order to improve students' writing skill.

Students are motivated and relaxed in learning writing process when they are taught using communicative cartoon movies. Therefore, it implies that the use of communicative cartoon movies can keep students' interest and help them to explore and transmit their ideas into writings so that the students are able to produce recount and narrative texts.

Through the use of communicative cartoon movies, teachers can emphasize a communicative aspect in teaching and learning process of writing. To

emphasize the communicative aspect, the teachers give examples in a different way and give questions related to materials given. It is proposed to help the students accomplish the material concepts well by themselves so that the teacher-learning-centered can be avoided.

In summary, the use of communicative cartoon movies during the research can improve the students' achievement in their writing skill. Therefore, the application of communicative cartoon movies needs to be applied continuously in teaching writing. It is because the use of communicative cartoon movies can be effective media to help the students practice writings and create an enthusiastic learning process so that the standard of competence of learning process can be achieved.

C. Suggestions

With regard to the conclusions above, the researcher proposes the following suggestions.

1. For Teachers

The researcher suggests that all teachers use the appropriate media in teaching writing. The researcher also suggests that the teachers employ communicative cartoon movies in their teaching writing because the media may give positive stimulus to students so that they can explore and write ideas grammatically, accurately and orderly.

2. For Students

Through the communicative cartoon movies in teaching writing, it is expected that students are able to write grammatically, accurately and orderly. In

addition, it is also expected that they will be highly motivated to engage in each stage of writing process: pre-writing, whilst writing and post writing. At last the use of communicative cartoon movies is expected to help students to improve their writing skill.

3. For Future Researchers

Writing is a really complex activity which mainly comprises three stages such as pre-writing, whilst writing and post writing. It is expected that the future researchers can develop this study with consideration of the different cultures and linguistic content; the movies may prescribe to help the students in their writing stages.

REFERENCES

- Anwar, Saifudin. 2009. *Penyusunan Skala Psikologi*. Yogyakarta: Pustaka Belajar.
- Arikunto, Suharsimi. 2003. *Dasar – Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- . 2006. *Prosedur Penelitian, suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta.
- Arsyad, A. 1997. *Media Pembelajaran*. Jakarta: Divisi Buku Perguruan Tinggi PT Raja Grafindo Persada.
- Bachman, Lyle, F. 1990. *Fundamental Consideration in Language Testing*. Hongkong: Oxford University Press.
- Badan Standar Nasional Pendidikan. 2006. *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah*.
- Brown, H. Douglas. 2001. *Teaching by Principles*. New York: Addison Wesley Longmann, Inc.
- . 2004. *Language Assessment*. New York: Pearson Education, Inc.
- . 2000. *Principles of Language Learning and Teaching*. New York: Pearson Education, Inc.
- Champoux, Joseph E. 2003. : *Adapted from "Film as a Teaching Resource."* *Journal of Management Inquiry*, Vol. 8, No. 2 (June 1999): 206-217. Sage Publications, Inc. Reprinted by permission of Sage Publications, Inc. Downloaded on September 2011.
- Djamarah and Zain. 2006. *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.
- Erdmenger, Manfred. 1997. *Medien im Fremdsprachenunterricht Hardware, Software und Methodik*. Braunschweig: Technischen Universität Braunschweig.
- Feez, Susan and Helen Joyce. 2002. *Text Based Syllabus Design*. Sydney: National Centre for English Language Teaching and Research.

- Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. England: Pearson Limited Edition.
- . 2004. *How to Teach Writing*. England: Pearson
- Haswell, Richard H. 2007. *Researching Teacher Evaluation of Second Language Writing via Prototype Theory*. Published in Paul Kei Matsuda and Tony Silva (Eds.), *Second Language Writing Research: Perspectives on the Process of Knowledge Construction* (Erlbaum, 2005), pp. 105-120.
Downloaded on January 2012
- Hatch, Evelyn and Hossein Farhady. 1982. *Research Design and Statistics For Applied Linguistics*. Rowley: Newbury House Publisher, Inc.
- Ghozali, Imam. 2009. *Aplikasi Analisis Multivariate dengan Program SPSS*. Semarang: Bp UNDIP.
- Johnson, Burke and Larry Christensen. 2008. *Educational Research: Third Edition*. Los Angeles: Sage Publications, Inc.
- Johnson, D.W., Johnson, R., & Smith, K. (1998). *Active Learning: Cooperation in the College Classroom*. Edina, MN: Interaction Book Company.
- Munadi, Yudhi. 2008. *Media Pembelajaran*. Ciputat: Gaung Persada Press.
- Newby, J. Timothy, Donald A. Stepich, James D. Lehman and James D. Russell. 2000. *Instructional Technology for Teaching and Learning*. New Jersey: Pearson Education.
- Nunan, David. 1989. *Designing Tasks for the Communicative Classroom*. New York: Cambridge University Press.
- Nurgiyantoro, Burhan. 2001. *Penilaian dalam Pengajaran Bahasa dan Sastra*. Yogyakarta: BPFE Yogyakarta.
- Onasanya, S.A. 2004. *Selection and Utilization of Instructional Media for Effective Practice Teaching*. Institute Journal of Studies in Education Vol. 2 No. 1 June 2004, ISSN 0795-2199. Downloaded on September 2011.
- Ong, Justina. 2011. *Investigating the Use of Cohesive Devices by Chinese EFL Learners*. The Asian EFL Journal Quarterly September Volume 13 Issue3.
Downloaded on January 2012.
- Prameswari, Bestari Wibowo. 2010. *Keefektifan Media Film Dalam Pengajaran Keterampilan Menulis Bahasa Jerman Di SMA Negeri I Pemalang*. Skripsi S1. Yogyakarta: Program Studi Bahasa Jerman, FBS UNY.

- Rijlaarsdam, Gert and Huub Van Den Bergh. 2005. *Effective Learning and Teaching of Writing: A Handbook of Writing in Education Second Edition*. Boston: Kluwer Academic Publishers.
- Richards, J and Renandya W. 2002. *Methodology in Language Teaching*. Cambridge: Cambridge University Press.
- Rivers, Wilga M. 1981. *Teaching Foreign Language Skill*. USA: The University of Chicago.
- Sadiman, Arif. Dkk. 2003. *Media Pendidikan (Pengertian, Pengembangan dan Pemanfaatannya)*. Jakarta: Rajawali
- Smaldino, E. Sharon, Deborah L. Lowther and James D. Russell. 2008. *Instructional Technology and Media for Learning*. New Jersey: Pearson Education.
- Sudjana, Nana and Rivai. 2002. *Media Pengajaran*. Bandung: Sinar Baru Algesindo
- Sugiyono. 2010. *Statistik untuk Penelitian*. Bandung: Alfabeta
- Tuckman, Bruce W. 1988. *Conducting Educational Research*. Orlando: Harcourt Brace Jovanovich, Inc.
- Uma, J. Chitra and A. Ponnambala Thiagarajan. 2001. *Teaching Writing Skill Through Silent Movie: An experiment*. Indian Journal of Open Learning, 10 (1), 93-99. ISSN 0971-2690. India: Indira Gandhi National Open University. Downloaded on September 2011.
- Urquhart, Vicki and Monette McIver. 2005. *Teaching Writing in the Content Areas*. United States of America: McREL.

WRITING TEST

Name :

Class/ Number :

1. Find a story that you know well. It could be a folk tale or a legend. Write down your story at least 2 paragraphs which consist of 250 words. Use your own words.

WRITING TEST

Name :
Class/ Number :

2. Now think of your most memorable experience. Write down your experience at least 2 paragraphs which consist of 250 words. Use your own words.

COURSE GRID SYLLABUS
(Experimental Class)

School : SMPN I ARJOSARI
Class : VIII H
Subject : English
Semester : 2
Standard of Competence : Writing

12. Expressing the meaning of short functional written texts and simple short essays to interact with surroundings in the form of recount and narrative.

No	Basic Competencies	Indicators	Topic	Learning Activities	Scoring		Sources	Time
					Technique	Form		
1	12.2. Expressing the meaning and rhetoric stages in a simple short essay using a variety of written language accurately, fluently, and acceptably to interact with surroundings in the form of recount.	<p>1. Understand the meanings, the linguistic features, and the text structure of written recount.</p> <p>2. Create written recount using the appropriate linguistic features and text structure.</p> <p>3. Work cooperatively in doing exercises in groups or pairs.</p>	Recount	<p>a. Building Knowledge of the Field 1). Answer teacher's questions related to the notion of recount. 2). Share vocabularies related to the topic (based on what the students have known).</p> <p>b. Modeling of Text 1). Read a recount text and answer some questions to help them understand the function and the generic structure of a recount text in groups. Each group provides the answers through its representative politely. 2). Discuss the grammatical features of a recount text and answer questions on the features in groups. Representatives of each group provide the answers politely. 3). Discuss how to write recount using communicative cartoon movies in groups and watch the example of a communicative cartoon movie. Then, do its exercise by correcting the grammatical features and identifying the generic structure of a recount text based on its movie story in groups. Each group's representative reports the answer politely.</p>	Written	Rubric	<p>Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. <i>Scaffolding English for Junior High School Students Grade VIII</i>. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>Widiati, Utami, [et. al.]. 2008. <i>Contextual Teaching and Learning Bahasa Inggris Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4</i>. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.</p>	2 x 120 minutes

COURSE GRID SYLLABUS
(Experimental Class)

School : SMPN I ARJOSARI
Class : VIII H
Subject : English
Semester : 2
Standard of Competence : Writing

12. Expressing the meaning of short functional written texts and simple short essays to interact with surroundings in the form of recount and narrative.

No	Basic Competencies	Indicators	Topic	Learning Activities	Scoring		Sources	Time
					Technique	Form		
1	12.2. Expressing the meaning and rhetoric stages in a simple short essay using a variety of written language accurately, fluently, and acceptably to interact with surroundings in the form of recount.	<p>1. Understand the meanings, the linguistic features, and the text structure of written recount.</p> <p>2. Create written recount using the appropriate linguistic features and text structure.</p> <p>3. Work cooperatively in doing exercises in groups or pairs.</p>	Recount	<p>4). Arrange jumble recount paragraphs based on the generic structures in pairs.</p> <p>c. Joint Construction of the Text</p> <p>1). Watch a communicative cartoon movie to learn recount.</p> <p>2). Discuss difficult vocabularies related to the displayed movie in pairs.</p> <p>3). Complete a work sheet and use it as a writing guidance to write recount in pairs.</p> <p>4). Rewrite its movie story based on the guidance in pairs.</p> <p>d. Independent Construction of the Text</p> <p>1). Watch a communicative cartoon movie to learn recount.</p> <p>2). Rewrite its movie story without guidance individually.</p>	Written	Rubric	<p>Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. <i>Scaffolding English for Junior High School Students Grade VIII</i>. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>Widiati, Utami, [et. al.]. 2008. <i>Contextual Teaching and Learning Bahasa Inggris Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4</i>. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.</p>	2 x 120 minutes

COURSE GRID SYLLABUS
(Experimental Class)

School : SMPN I ARJOSARI
Class : VIII H
Subject : English
Semester : 2
Standard of Competence : Writing

12. Expressing the meaning of short functional written texts and simple short essays to interact with surroundings in the form of recount and narrative.

No	Basic Competencies	Indicators	Topic	Learning Activities	Scoring		Sources	Time
					Technique	Form		
2	12.2. Expressing the meaning and rhetoric stages in a simple short essay using a variety of written language accurately, fluently, and acceptably to interact with surroundings in the form of narrative.	<p>1. Understand the meanings, the linguistic features, and the text structure of written narrative.</p> <p>2. Create written narrative using the appropriate linguistic features and text structure.</p> <p>3. Work cooperatively in doing exercises in group or pairs.</p>	Narrative	<p>a. Building Knowledge of the Field</p> <p>1). Answer teacher's questions related to the notion of narrative.</p> <p>2). Based on their knowledge, the students mention examples of folktales or legends through pictures.</p> <p>3). Share vocabularies related to the topic (based on what the students have known).</p> <p>b. Modeling of Text</p> <p>1). Read a narrative text and answer some questions to help them understand the function and the generic structure of a narrative text in groups. Each group provides the answers through its representative politely.</p> <p>2). Discuss the grammatical features of a narrative text and answer the questions on the features in groups. Representatives of each group provide the answers politely.</p> <p>3). Discuss how to write narrative using communicative cartoon movies in groups and watch the example of a communicative cartoon movie. Then, do its exercise by correcting the grammatical features and identifying the generic structure of a narrative text based on a movie story in groups. Each group's representative reports the answer politely.</p>	Written	Rubric	<p>Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. <i>Scaffolding English for Junior High School Students Grade VIII</i>. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>Widiati, Utami, [et. al.]. 2008. <i>Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4</i>. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.</p>	2 x 120 minutes

COURSE GRID SYLLABUS
(Experimental Class)

School : SMPN I ARJOSARI
Class : VIII H
Subject : English
Semester : 2
Standard of Competence : Writing

12. Expressing the meaning of short functional written texts and simple short essays to interact with surroundings in the form of recount and narrative.

No	Basic Competencies	Indicators	Topic	Learning Activities	Scoring		Sources	Time
					Technique	Form		
2	12.2. Expressing the meaning and rhetoric stages in a simple short essay using a variety of written language accurately, fluently, and acceptably to interact with surroundings in the form of narrative.	<p>1. Understand the meanings, the linguistic features, and the text structure of written narrative.</p> <p>2. Create written recount using the appropriate linguistic features and text structure.</p> <p>3. Work cooperatively in doing exercises in groups or pairs.</p>	Narrative	<p>4). Arrange jumble narrative paragraphs based on the generic structures in pairs.</p> <p>c. Joint Construction of the Text</p> <p>1). Watch a communicative cartoon movie to learn narrative.</p> <p>2). Discuss difficult vocabularies related to the displayed movie in pairs.</p> <p>3). Complete a work sheet and use it as a writing guidance to write narrative in pairs.</p> <p>4). Rewrite its movie story based on the guidance in pairs.</p> <p>d. Independent Construction of the Text</p> <p>1). Watch a communicative cartoon movie to learn narrative.</p> <p>2). Rewrite its movie story without guidance individually.</p>	Written	Rubric	<p>Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. <i>Scaffolding English for Junior High School Students Grade VIII</i>. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>Widiati, Utami, [et. al.]. 2008. <i>Contextual Teaching and Learning Bahasa Inggris Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4</i>. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.</p>	2 x 120 minutes

COURSE GRID SYLLABUS
(Control Class)

School : SMPN I ARJOSARI
Class : VIII A
Subject : English
Semester : 2
Standard of Competence : Writing

12. Expressing the meaning of short functional written texts and simple short essays to interact with surroundings in the form of recount and narrative.

No	Basic Competencies	Indicators	Topic	Learning Activities	Scoring		Sources	Time
					Technique	Form		
2	12.2. Expressing the meaning and rhetoric stages in a simple short essay using a variety of written language accurately, fluently, and acceptably to interact with surroundings in the form of narrative.	<p>1.Understand the meanings, the linguistic features, and the text structure of written narrative.</p> <p>2.Create written narrative using the appropriate linguistic features and text structure.</p> <p>3.Work cooperatively in doing exercises in group or pairs.</p>	Narrative	<p>a. Building Knowledge of the Field</p> <p>1). Answer teacher's questions related to the notion of narrative. 2). Based on their knowledge, the students mention examples of folktales or legends through pictures. 3). Share vocabularies related to the topic (based on what the students have known).</p> <p>b. Modeling of Text</p> <p>1).Read a narrative text and answer some questions to help them understand the function and the generic structure of a narrative text in groups. Each group provides the answers through its representative politely.</p> <p>2).Discuss the grammatical features of a narrative text and answer questions on the features in groups. Representatives of each group provide the answers politely.</p>	Written	Rubric	<p>Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. <i>Scaffolding English for Junior High School Students Grade VIII</i>. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>Widiati, Utami, [et. al.]. 2008. <i>Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/ Madrasah Tsanawiyah Kelas VIII Edisi 4</i>. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.</p>	2 x 120 minutes

COURSE GRID SYLLABUS
(Control Class)

School : SMPN I ARJOSARI
Class : VIII A
Subject : English
Semester : 2
Standard of Competence : Writing

12. Expressing the meaning of short functional written texts and simple short essays to interact with surroundings in the form of recount and narrative.

No	Basic Competencies	Indicators	Topic	Learning Activities	Scoring		Sources	Time
					Technique	Form		
2	12.2. Expressing the meaning and rhetoric stages in a simple short essay using a variety of written language accurately, fluently, and acceptably to interact with surroundings in the form of narrative.	<p>1. Understand the meanings, the linguistic features, and the text structure of written narrative.</p> <p>2. Create written narrative using the appropriate linguistic features and text structure.</p> <p>3. Work cooperatively in doing exercises in group or pairs.</p>	Narrative	<p>3). Do an exercise by correcting the grammatical features and identifying the generic structure of a narrative text in groups. Each group's representative reports the answer politely.</p> <p>4). Arrange jumble narrative paragraphs based on the generic structures in pairs.</p> <p>c. Joint Construction of the Text 1). Write a narrative text by choosing one of the topics given in pairs.</p> <p>d. Independent Construction of the Text 1). Write a narrative text individually</p>	Written	Rubric	<p>Priyana, Joko. Arnys R Iriyanti, Virga Renitasari. 2008. <i>Scaffolding English for Junior High School Students Grade VIII</i>. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>Widiati, Utami, [et. al.]. 2008. <i>Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4</i>. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.</p>	2 x 120 minutes

COURSE GRID SYLLABUS
(Control Class)

School : SMPN I ARJOSARI
Class : VIII A
Subject : English
Semester : 2
Standard of Competence : Writing

12. Expressing the meaning of short functional written texts and simple short essays to interact with surroundings in the form of recount and narrative.

No	Basic Competencies	Indicators	Topic	Learning Activities	Scoring		Sources	Time
					Technique	Form		
1	12.2. Expressing the meaning and rhetoric stages in a simple short essay using a variety of written language accurately, fluently, and acceptably to interact with surroundings in the form of recount.	1. Understand the meanings, the linguistic features, and the text structure of written recount. 2. Create written recount using the appropriate linguistic features and text structure. 3. Work cooperatively in doing exercises in groups or pairs.	Recount	a. Building Knowledge of the Field 1). Answer teacher's questions related to the notion of recount. 2). Share vocabularies related to the topic (based on what the students have known). b. Modeling of Text 1). Read a recount text and answer some questions to help them understand the function and the generic structure of a recount text in groups. Each group provides the answers through its representative politely. 2). Discuss the grammatical features of a recount text and answer questions on the features in groups. Representatives of each group provide the answers politely.	Written	Rubric	Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. <i>Scaffolding English for Junior High School Students Grade VIII</i> . Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional. Widiati, Utami, [et. al.]. 2008. <i>Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4</i> . Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.	2 x 120 minutes

COURSE GRID SYLLABUS
(Control Class)

School : SMPN I ARJOSARI
Class : VIII A
Subject : English
Semester : 2
Standard of Competence : Writing

12. Expressing the meaning of short functional written texts and simple short essays to interact with surroundings in the form of recount and narrative.

No	Basic Competencies	Indicators	Topic	Learning Activities	Scoring		Sources	Time
					Technique	Form		
1	12.2. Expressing the meaning and rhetoric stages in a simple short essay using a variety of written language accurately, fluently, and acceptably to interact with surroundings in the form of recount.	<p>1. Understand the meanings, the linguistic features, and the text structure of written recount.</p> <p>2. Create written recount using the appropriate linguistic features and text structure.</p> <p>3. Work cooperatively in doing exercises in groups or pairs.</p>	Recount	<p>3). Do an exercise by correcting the grammatical features and identifying the generic structure of a recount text in groups. Each group's representative reports the answer politely.</p> <p>4). Arrange jumble recount paragraphs based on the generic structures in pairs.</p> <p>c. Joint Construction of the Text</p> <p>1). Write a recount text by choosing one of the topics given in pairs.</p> <p>d. Independent Construction of the Text</p> <p>1). Write a recount text individually.</p>	Written	Rubric	<p>Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. <i>Scaffolding English for Junior High School Students Grade VIII</i>. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>Widiati, Utami, [et. al.]. 2008. <i>Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4</i>. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.</p>	2 x 120 minutes

LESSON PLAN (CONTROL CLASS)

School	:	SMPN I ARJOSARI
Subject	:	English
Grade/ Semester	:	VIII A/ 2
Text Type	:	Narrative
Skill	:	Writing
Time Allocation	:	6 x 40 minutes (2 meetings)

A. STANDARD OF COMPETENCE

Writing

12. Expressing the meaning of short functional written texts and simple short essays for interacting with surroundings in the form of recount and narrative.

B. BASIC COMPETENCIES

Writing

- 12.2. Expressing the meaning and rhetoric stages in a simple short essay using a variety of written language accurately, fluently, and acceptably for interacting with surroundings in the form of narrative.

C. OBJECTIVES OF STUDY

After learning through several activities, the students are able to:

1. understand the meanings, the linguistic features, and the text structure of written narrative;
2. create written narrative using the appropriate linguistic features and text structure.
3. work cooperatively in doing exercises in group or pairs.

D. LEARNING MATERIAL

Narrative Text

Genre : Narrative

Social Function : to amuse, to entertain and instruct the readers. It entertains because it deals with the unusual and unexpected development of events. It instructs because it teaches readers that problems should be confronted, and attempts made to resolve them.

Generic Structure:

- Orientation : sets the scene and introduces the participants.
- Complication : a crisis arises.
- Resolution : the crisis is resolved, for better or for worse.

Grammatical features:

- Use of particular nouns to refer or to describe the particular people, animals and things that the story is about.
- Use of adjectives to build noun groups to describe the people, animals or things in the story.
- Use of time connectives and conjunctions to sequence events through time (when, at last, soon, then, after, therefore,...).
- Use of adverbs and adverbial phrases to locate the particular events.
- Use of *past tense* action verbs to indicate the actions.

E. TEACHING METHOD

Communicative Language Teaching

F. LEARNING ACTIVITIES**MEETING 1**

1. Opening (10 minutes)
 - a. Praying
 - b. State the objectives of the study
 - c. Decide learning activities
2. Main Activities (100 minutes)
 - a. Building Knowledge of the Field**
 - 1). Answer teacher's questions related to the notion of narrative.
 - 2). Based on their knowledge, the students mention examples of folktales or legends through pictures.
 - 3). Share vocabularies related to the topic (based on what the students have known).
 - b. Modeling of Text**
 - 1). Read a narrative text and answer some questions to help them understand the function and the generic structure of a narrative text in groups. Each group provides the answers through its representative politely.
 - 2). Discuss the grammatical features of a narrative text and answer questions on the features in groups. Representatives of each group provide the answers politely.
 - 3). Do an exercise by correcting the grammatical features and identifying the generic structure of a narrative text in groups. Each group's representative reports the answer politely.

- 4). Arrange jumble narrative paragraphs based on the generic structures in pairs.

c. Joint Construction of the Text

- 1). Write a narrative text by choosing one of the topics given in pairs.

Closing (10 minutes)

- a. Summarize the learning materials with teacher's assistance.
- b. Reflect on the learning activities with teacher's assistance.
- c. Pay attention to feedback given by the teacher.
- d. Are given homework and information related to the next meeting topic.

MEETING II

1. Opening (10 minutes)
 - a. Praying
 - b. State the objectives of the study
 - c. Decide learning activities
2. Main Activities (100 minutes)
 - a. Joint Construction of the Text**
 - 1). Write a narrative text by choosing one of the topics given in pairs.
 - b. Independent Construction of the Text**
 - 1). Write a narrative text individually
3. Closing (10 minutes)
 - a. Summarize the learning material with teacher's assistances.
 - b. Reflect on the learning activities with teacher's assistances.
 - c. Pay attention to feedback given by the teacher.
 - d. Are given homework and information related to the next meeting topic.

G. LEARNING RESOURCES

Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

Widiati, Utami, [et. al.]. 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

H. ASSESSMENT

Indicators of Competence Achievement	Assessment Techniques	Assessment Form	Assessment Instruments
1. Understanding the meanings, the linguistic features, and the text structure of written narrative.	Group works	Tasks and Work sheet	Appendix 1
2. Creating written narrative using the appropriate linguistic features and text structure.	Individual works	Worksheet	Appendix 2
3. Working cooperatively in doing exercises in group or pairs.	Observation	Observation sheets	Appendix 3

Pacitan, March 2012

Teacher



DEWI MARLINA, S Pd.
NIP. 19780415 200801 2 019

Researcher



TITIS DEWI CAKRAWATI
NIM. 08202241038

LESSON PLAN (CONTROL CLASS)

School	:	SMPN I ARJOSARI
Subject	:	English
Grade/ Semester	:	VIII A/ 2
Text Type	:	Recount
Skill	:	Writing
Time Allocation	:	6 x 40 minutes (2 meetings)

A. STANDARD OF COMPETENCE

Writing

12. Expressing the meaning of short functional written texts and simple short essays for interacting with surroundings in the form of recount and narrative.

B. BASIC COMPETENCIES

Writing

- 12.2. Expressing the meaning and rhetoric stages in a simple short essay using a variety of written language accurately, fluently, and acceptably for interacting with surroundings in the form of recount.

C. OBJECTIVES OF STUDY

After learning through several activities, the students are able to:

1. understand the meanings, the linguistic features, and the text structure of written recount;
2. create written recount using the appropriate linguistic features and text structure.
3. work cooperatively in doing exercises in groups or pairs.

D. LEARNING MATERIAL

Recount Text

The purpose of recount text is to document a series of events and evaluate their significances in some ways. It focuses on a sequence of events,

all of which relate to the occasion. It also has expression of attitude and feeling, usually made by the writer about the events.

The recount text is organized to include:

- a. an orientation providing background information needed to understand the text, i.e; what it was, who was involved, where it happened, when it happened.
- b. a record of events usually recounted in a chronological order.
- c. re-orientation; personal comment and/ or evaluate remarks on the incident.

Common grammatical feature of recount include:

- a. use of nouns and pronouns to identify people, animals, or things involved.
- b. use of action verbs to refer to events.
- c. use of past tense to locate events in relation to writer's time.
- d. use of conjunctions and time connectives to sequence the events.
- e. use of adverb and adverbial phrase to indicate place and time.
- f. use of adjectives to describe nouns.

E. TEACHING METHOD

Communicative Language Teaching

F. LEARNING ACTIVITIES

MEETING I

1. Opening (10 minutes)
 - a. Praying
 - b. State the objectives of the study
 - c. Decide learning activities

2. Main Activities (100 minutes)

a. Building Knowledge of the Field

- 1). Answer teacher's questions related to the notion of recount.
- 2). Share vocabularies related to the topic (based on what the students have known).

b. Modeling of Text

- 1). Read a recount text and answer some questions to help them understand the function and the generic structure of a recount text in groups. Each group provides the answers through its representative politely.
- 2). Discuss the grammatical features of a recount text and answer questions on the features in groups. Representatives of each group provide the answers politely.

- 3). Do an exercise by correcting the grammatical features and identifying the generic structure of a recount text in groups. Each group's representative reports the answer politely.
- 4). Arrange jumble recount paragraphs based on the generic structures in pairs.

c. Joint Construction of the Text

- 1). Write a recount text based by choosing one of the topics given in pairs.

Closing (10 minutes)

- a. Summarize the learning materials with teacher's assistance.
- b. Reflect on the learning activities with teacher's assistance.
- c. Pay attention to feedback given by the teacher.
- d. Are given homework and information related to the next meeting topic.

MEETING II

3. Opening (10 minutes)
 - a. Praying
 - b. State the objectives of the study
 - c. Decide learning activities

4. Main Activities (100 minutes)

a. Joint Construction of the Text

- 1). Write a recount text by choosing one of the topics given in pairs.

b. Independent Construction of the Text

- 1). Write a recount text individually.

3. Closing (10 minutes)
 - a. Summarize the learning material with teacher's assistances.
 - b. Reflect on the learning activities with teacher's assistances.
 - c. Pay attention to feedback given by the teacher.
 - d. Are given homework and information related to the next meeting topic.

G. LEARNING RESOURCES

Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

Widiati, Utami, [et. al.]. 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

H. ASSESSMENT

Indicators of Competence Achievement	Assessment Techniques	Assessment Form	Assessment Instruments
1. Understanding the meanings, the linguistic features, and the text structure of written recount.	Group works	Tasks and work sheet	Appendix 1
2. Creating written recount using the appropriate linguistic features and text structure.	Individual works	Worksheet	Appendix 2
3. Working cooperatively in doing exercises in group or pairs.	Observation	Observation sheets	Appendix 3

Pacitan, March 2012

Teacher



DEWI MARLINA, S Pd.
NIP. 19780415 200801 2 019

Researcher



TITIS DEWI CAKRAWATI
NIM. 08202241038

LESSON PLAN (EXPERIMENTAL CLASS)

School	:	SMPN I ARJOSARI
Subject	:	English
Grade/ Semester	:	VIII/ 2
Text Type	:	Narrative
Skill	:	Writing
Time Allocation	:	6 x 40 minutes (2 meetings)

A. STANDARD OF COMPETENCE

Writing

12. Expressing the meaning of short functional written texts and simple short essays for interacting with surroundings in the form of recount and narrative.

B. BASIC COMPETENCIES

Writing

- 12.2. Expressing the meaning and rhetoric stages in a simple short essay using a variety of written language accurately, fluently, and acceptably for interacting with surroundings in the form of narrative.

C. OBJECTIVES OF STUDY

After learning through several activities, the students are able to:

1. understand the meanings, the linguistic features, and the text structure of written narrative;
2. create written narrative using the appropriate linguistic features and text structure.
3. work cooperatively in doing exercises in group or pairs.

D. LEARNING MATERIAL

Narrative Text

Genre : Narrative

Social Function : to amuses, to entertains and instructs the readers. It entertains because it deals with the unusual and unexpected development

of events. It instructs because it teaches readers that problems should be confronted, and attempts made to resolve them.

Generic Structure:

- Orientation : sets the scene and introduces the participants.
- Complication : a crisis arises.
- Resolution : the crisis is resolved, for better or for worse.

Grammatical features:

- Use of particular nouns to refer or to describe the particular people, animals and things that the story is about.
- Use of adjectives to build noun groups to describe the people, animals or things in the story.
- Use of time connectives and conjunctions to sequence events through time (when, at last, soon, then, after, therefore,...).
- Use of adverbs and adverbial phrases to locate the particular events.
- Use of *past tense* action verbs to indicate the actions.

E. TEACHING METHOD

Communicative Language Teaching

F. LEARNING ACTIVITIES

MEETING 1

1. Opening (10 minutes)

- a. Praying
- b. State the objectives of the study
- c. Decide learning activities

2. Main Activities (100 minutes)

a. Building Knowledge of the Field

- 1). Answer teacher's questions related to the notion of narrative.
- 2). Based on their knowledge, the students mention examples of folktales or legends through pictures.
- 3). Share vocabularies related to the topic (based on what the students have known).

b. Modeling of Text

- 1). Read a narrative text and answer some questions to help them understand the function and the generic structure of a narrative text in groups. Each group provides the answers through its representative politely.
- 2). Discuss the grammatical features of a narrative text and answer questions on the features in groups. Representatives of each group provide the answers politely.
- 3). Discuss how to write narrative using **communicative cartoon movies** in groups and watch the examples of **communicative cartoon movies**.

- Then, do its exercise by correcting the grammatical features and identifying the generic structure of a narrative text based on a movie story in groups. Each group's representative reports the answer politely.
- 4). Arrange jumble narrative paragraphs based on the generic structures in pairs.

c. Joint Construction of the Text

- 1). Watch a **communicative cartoon movie** to learn narrative.
- 2). Discuss difficult vocabularies related to the displayed movie in pairs.
- 3). Complete a work sheet and use it as a writing guidance to write narrative in pairs.

Closing (10 minutes)

- a. Summarize the learning materials with teacher's assistance.
- b. Reflect on the learning activities with teacher's assistance.
- c. Pay attention to feedback given by the teacher.
- d. Are given homework and information related to the next meeting topic.

MEETING II

1. Opening (10 minutes)

- a. Praying
- b. State the objectives of the study
- c. Decide learning activities

2. Main Activities (100 minutes)

c. Joint Construction of the Text

- 1). Rewrite its movie story based on the guidance in pairs.

d. Independent Construction of the Text

- 1). Watch a **communicative cartoon movie** to learn narrative.
- 2). Rewrite its movie story without using guidance individually.

3. Closing (10 minutes)

- e. Summarize the learning material with teacher's assistances.
- f. Reflect on the learning activities with teacher's assistances.
- g. Pay attention to feedback given by the teacher.
- h. Are given homework and information related to the next meeting topic.

G. LEARNING RESOURCES

Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

Widiati, Utami, [et. al.]. 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

H. ASSESSMENT

Indicators of Competence Achievement	Assessment Techniques	Assessment Form	Assessment Instruments
1. Understanding the meanings, the linguistic features, and the text structure of written narrative.	Group works	Tasks and Work sheet	Appendix 1
2. Creating written narrative using the appropriate linguistic features and text structure.	Individual works	Worksheet	Appendix 2
3. Working cooperatively in doing exercises in group or pairs.	Observation	Observation sheets	Appendix 3

Pacitan, March 2012

Teacher



DEWI MARLINA, S Pd.
NIP. 19780415 200801 2 019

Researcher



TITIS DEWI CAKRAWATI
NIM. 08202241038

LESSON PLAN (EXPERIMENTAL CLASS)

School	:	SMPN I ARJOSARI
Subject	:	English
Grade/ Semester	:	VIII/ 2
Text Type	:	Recount
Skill	:	Writing
Time Allocation	:	2 meetings (6 x 40 minutes)

A. STANDARD OF COMPETENCE

Writing

12. Expressing the meaning of short functional written texts and simple short essays for interacting with surroundings in the form of recount and narrative.

B. BASIC COMPETENCIES

Writing

- 12.2. Expressing the meaning and rhetoric stages in a simple short essay using a variety of written language accurately, fluently, and acceptably for interacting with surroundings in the form of recount.

C. OBJECTIVES OF STUDY

After learning through several activities, the students are able to:

1. understand the meanings, the linguistic features, and the text structure of written recount;
2. create written recount using the appropriate linguistic features and text structure.
3. work cooperatively in doing exercises in groups or pairs.

D. LEARNING MATERIAL

Recount Text

The purpose of recount text is to document a series of events and evaluate their significances in some ways. It focuses on a sequence of events,

all of which relate to the occasion. It also has expression of attitude and feeling, usually made by the writer about the events.

The recount text is organized to include:

- a. an orientation providing background information needed to understand the text, i.e; what it was, who was involved, where it happened, when it happened
- b. a record of events usually recounted in a chronological order
- c. re-orientation; personal comment and/ or evaluate remarks on the incident.

Common grammatical feature of recount include:

- a. use of nouns and pronouns to identify people, animals, or things involved
- b. use of action verbs to refer to events
- c. use of past tense to locate events in relation to writer's time
- d. use of conjunctions and time connectives to sequence the events
- e. use of adverb and adverbial phrase to indicate place and time
- f. use of adjectives to describe nouns.

E. TEACHING METHOD

Communicative Language Teaching

F. LEARNING ACTIVITIES

MEETING I

1. Opening (10 minutes)
 - a. Praying
 - b. State the objectives of the study
 - c. Decide learning activities
2. Main Activities (100 minutes)
 - a. Building Knowledge of the Field**
 - 1). Answer teacher's questions related to the notion of recount.
 - 2). Share vocabularies related to the topic (based on what the students have known).
 - b. Modeling of Text**
 - 1). Read a recount text and answer some questions to help them understand the function and the generic structure of a recount text in groups. Each group provides the answers through its representative politely.
 - 2). Discuss the grammatical features of a recount text and answer questions on the features in groups. Representatives of each group provide the answers politely.
 - 3). Discuss how to write recount using **communicative cartoon movies** in groups and watch the example of **communicative cartoon movie**.

- Then, do its exercise by correcting the grammatical features and identifying the generic structure of a recount text based on a movie story in groups. Each group's representative reports the answer politely.
- 4). Arrange jumble recount paragraphs based on the generic structures in pairs.

c. Joint Construction of the Text

- 1). Watch a **communicative cartoon movie** to learn recount.
 - 2). Discuss difficult vocabularies related to the displayed movie in pairs.
 - 3). Complete a work sheet and use it as a writing guidance to write recount in pairs.
3. Closing (10 minutes)
 - a. Summarize the learning materials with teacher's assistance.
 - b. Reflect on the learning activities with teacher's assistance.
 - c. Pay attention to feedback given by the teacher.
 - d. Are given homework and information related to the next meeting topic.

MEETING II

1. Opening (10 minutes)
 - a. Praying
 - b. State the objectives of the study
 - c. Decide learning activities
2. Main Activities (100 minutes)
 - a. Joint Construction of the Text**
 - 1). Rewrite its movie story based on the guidance in pairs.
 - b. Independent Construction of the Text**
 - 1). Watch a **communicative cartoon movie** to learn recount.
 - 2). Rewrite its movie story without guidance individually.
3. Closing (10 minutes)
 - a. Summarize the learning material with teacher's assistances.
 - b. Reflect on the learning activities with teacher's assistances.
 - c. Pay attention to feedback given by the teacher.
 - d. Are given homework and information related to the next meeting topic.

G. LEARNING RESOURCES

Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

Widiati, Utami, [et. al.]. 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

H. ASSESSMENT

Indicators of Competence Achievement	Assessment Techniques	Assessment Form	Assessment Instruments
1. Understanding the meanings, the linguistic features, and the text structure of written recount.	Group works	Tasks and work sheet	Appendix 1
2. Creating written recount using the appropriate linguistic features and text structure.	Individual works	Worksheet	Appendix 2
3. Working cooperatively in doing exercises in group or pairs.	Observation	Observation sheets	Appendix 3

Pacitan, March 2012

Teacher



DEWI MARLINA, S Pd.
NIP. 19780415 200801 2 019

Researcher



TITIS DEWI CAKRAWATI
NIM. 08202241038

RECOUNT MATERIAL

A. Building Knowledge of Field

Activity 1. Discuss these questions with friends.

1. How did you feel in your last holiday?
2. Did you have any interesting experience during your last holiday?
What was it?
3. Was there anything you experienced for the first time in your holiday?

Activity 2. Study the following words related to a recount text that is going to be discussed in the next section!

English	Pronunciation	Part of Speech	Indonesian
adolescence	ədəlˈsəns	Noun	masa remaja
childhood	tʃaɪldhʊd	Noun	masa kecil
adulthood	ədʊlthʊd	Noun	dewasa
discover	dɪskəʊvər	Verb	menemukan
remember	rəməmˈbər	Verb	mengingat
divert	dəɪvɜːt	Verb	mengalihkan
curricular	kəˈrɪkjələr	Noun	kegiatan rutin
activities	ækˈtɪvətɪz		
weekend	wiːkˈend	Noun	akhir pekan

B. Modeling of the Text

Activity 3. Read the following text and answer the questions below based on the information of the text. Do with your friends.

Remembering Childhood

(ORIENTATION) Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.

(EVENT 1) After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be.

(EVENT 2) To divert my emotions, I took many extra curricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.

(RE-ORIENTATION) I was able to control my emotions and to have a place where I could express my creativity in positive ways.

1. What is the text about?
2. What is the orientation of the text?
3. What are the events of the text?
4. What is the re-orientation of the text?
5. In general, state the function of a recount text!

Activity 4. In pairs, study the explanations below. Then change the verbs into the correct forms (Simple Past Tense and Past Continuous Tense). Look at the example!

1). Simple Past Tense

The Simple Past Tense is used to tell about past experiences. When you are telling about your experience in the past, you are creating a recount text. The adverbial times which are used to state past tense are *last*, *yesterday*, *.... ago*, etc.

S + V2 (Regular and Irregular verb)

e.g. *She visited her uncle last month.*

e.g. *I went to Bogor yesterday.*

Exercise : Regular verbs

Look at the following pictures. Make a sentence based on a picture telling what you did yesterday.

For example:

Picture 1: I cooked yesterday.

t		d		id	
I work every day. I worked yesterday.		I play the piano every day. I played the piano yesterday.		I rest every day. I rested yesterday.	

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id

t

d

id



2). Past Continuous Tense

Past Continuous tense is used to say that someone was in the middle of doing something at a certain time in a past. The adverbial times which are used to state past continuous tense are *last*, *yesterday*, *.... ago*, etc. The signal words of Past Continuous Tense are *when*, *while*, *as long as*.

I		
He	BE (past) + VERB + ing	was working.
She		
It		
We	BE (past) + VERB + ing	were working.
You		
They		

Exercise:

Look at the following pictures. Make a sentence based on a picture telling what these people did yesterday.



3). We often use Past Continuous Tense and Simple Past Tense together to say that something happened in the middle of something else.

Past Continuous Tense + when + Simple Past Tense
e.g. She was crying when I came.

Simple Past Tense + while + Past Continuous Tense
e.g. He went while I was sleeping.

4). In a recount text you also use time connections, chronological order and conjunctions. Here are some examples.

Time connections	when at last soon then after finally before in the end
-------------------------	---

Conjunctions	therefore as a result besides so that moreover furthermore
---------------------	---

Chronological order	firstly secondly thirdly next then after that
----------------------------	--

Activity 5. Correct the verbs of the text below and identify the generic structure in groups! (Control Class)

Anaconda

The workmen who (build) the new hospital in my town (catch) a snake last month.

It (is) in the drain near the building construction site.

Early in the morning, a workman (is, go) just to sit under the tree when suddenly he (see) a long creature lying in the drain. It (do) not move when he (is,

approach) it. Then he (shout) to the other workmen who (are, go) to start to work. Then, they (catch) the 8 – metre long python and (bring) it to the authority of the zoo in this town.

The diameter of its body (is) about 25 centimeters. They (believe) that the snake might belong to someone living in the area. The police (are, try) to find the owner.

1. What is the text about?
2. What is the orientation of the text?
3. What are the events of the text?
4. What is the re-orientation of the text?

Activity 5. Study the explanation below. Then correct the verbs of the text and identify the generic structure in groups! (*Experimental Class*)

Writing Recount Using Communicative Cartoon Movies

After watching the movie, you will get information about:

- a. the setting (the place, time)
- b. the characters (the people in the story)
- c. the events (the conflict in the story)
- d. the outcome (what happened in the end).

To write a recount text using movies, pretend yourself as if you are the main character and pretend that **the story of the movie** is your **memorable experience, your holiday, or your dream at one night**.

The recount text based on a communicative cartoon movie story consists of:

ORIENTATION : the setting (the place, time), the characters (the people in the story)

EVENTS : the events (the conflict in the story)

RE-ORIENTATION: the outcome (what happened in the end)

A story of a communicative cartoon movie “Un-Valentine’s Day”

One day before Valentine Day, I and my friends, Rabbit, Piglet, Trigger and Owl (are) in the Rabbit’s house. We (are, talk) about valentine day. My friend, Rabbit (disagree) that in a valentine day we have to send cards and gifts to each other. Because of that, we (promise) that we will not give any cards or gifts in the valentine day.

It (is) the valentine day. I (open) my door and I (find) a gift without a name of the sender. I (guess) that it (is) from Piglet, my best friend. I (come) to her house to give a gift too. When I (am) there, she (say) that she (do) not send me

anything, but I (ask) her to keep it and not to tell anyone. Piglet also (want) to give me a gift, so she (make) a cake. Accidentally, the cake (is) in my other friends, Trigger and Owl. Finally, Rabbit (know) about it and we (decide) to have gathering in his house to discuss it. We (think) hard who broke our promise. I (say) it might be another friend that (do) not know the promise. It might be Christopher Robin. We (decide) to meet him and (give) a surprise for him. We (make) a valentine show to him. Although the show was so mess, Christopher (enjoy) the show and he (give) me and my friends a card of valentine.

When I (go) home, I (meet) my friend Eeyore who (is) not in the gathering too. Suddenly he (do) confession that he (can) not join us and he (send) the gift to me on that valentine day. He (say) that I am a kind person. I (am) surprised and I (am) happy because I have many friends who love me.

1. What is the text about?
2. What is the orientation of the text?
3. What are the events of the text?
4. What is the re-orientation of the text?

Activity 6. Name the generic structure of each part and arrange them into a recount letter. Do with your partners.

(.....) There was also a Trash and Treasure stall where they sold toys. The school got these things by asking the children to bring them in.

(.....) We had displays in the hall. These displays were good but I didn't get to see them. The displays came from a lot of countries.

(.....) Although I didn't win anything, International Day was still fun.
Love from Sue

(.....) Straight after our performances we had our lunch. There were food stalls. They came from Australia, Asia, Arab, and Greece.

(.....) We started our day off with performances but the one I liked best was the one from fourth grade. The performance was from Labamba.

(.....) Dear Grandpa and Grandma, yesterday at my school we had an International day. We had performances, food stalls, displays, raffle ticket draw, and some of us were dressed in costumes.

(.....) Everyone had a job. These people were from sixth grade. I did my job after I had lunch. My job was to sell International Day Books.

C. Joint Construction of the Text

Activity 7. Tell your experience when you were in one of the following situations or places. Do with your friend. (*Control Class*)

For example: A Party

Tell about a party you enjoyed.

What did you eat?

What did you drink?

What did people do at the party?

“I was at my friend’s birthday party last weekend.

We ate a lot of food and drank many kinds of drink.

We danced and talked about funny things”.

Look at the following pictures and construct a recount text. Use the questions as guidelines to construct your text.

- When did you go to the theatre, hospital, or library?
- What happened in those places?

Theatre



Pic.2.10 (Dit. PSMP, 2006)

Hospital



Pic.2.11 (Dit. PSMP, 2006)

Library



Pic.2.12 (Dit. PSMP, 2006)

Activity 7. Watch a communicative cartoon movie: “*Ripped Pant*”
(Experimental Class)

Activity 8: Discuss difficult vocabularies related to the displayed movie with your partner. *(Experimental Class)*

English	Pronunciation	Part of Speech	Indonesian
biggest loser	/bɪˈɡəst lʊzər/	Noun	pecundang terbesar
buns	/bʌnz/	Noun	roti
hilarious	/həˈlɪəriəs/	Adjective	lucu
lift weights	/lɪft weɪts/	Verbs	mengangkat beban
pretending to drown	/prɪtɪndɪŋ tu drɔːn/	Verbs	berpura-pura tenggelam
split	/splɪt/	Verbs	membagi
ripped	/rɪpt/	Adjectives	sobek
ripple	/rɪpəl/	Noun	riak air
sinks	/sɪŋks/	Verb	tenggelam
ripped pants a la mode	/rɪpt pænts ə lə mɔːd/	Noun	mode celana robek
stinky mud puddle	/stɪŋki mʌd pʊdəl/	Noun	genangan lumpur yang bau
pant	/pænt/	Noun	celana
surf	/sɜːf/	Noun	selancar
righteous	/raɪtɪəs/	Adjective	adil




Activity 9. Complete the work sheet as your writing guidance in pairs.
(Experimental Class)



1. My dream was about

.....

2. Who are we?








Cartoon Characters	Name of the characters
	I am Sponge Bob
	My friend's name is
	My friend's name is



3. Where was I?


The story of my dream began when I was
 in.....

4. Rearrange the jumble events as depicted in the movie!

Number these random events so that they become in a good order.	Illustrations	Descriptions
		After weigh-lifting, Larry invited me and Sandy to play volley ball. I did not enjoy the play. Again, people knew that my pant was ripped; they laughed at me.
		I was sad and I met my friends who had a same feeling with me. We tried to amuse each other.
		I and Sandy bathed; suddenly Larry came to invite me and Sandy to do weight-lifting.
		When we surfed, I pretended to sink only for showing my ripped pant to everyone. Everyone had worried about me. Sandy was so fed up and she left me.
		I and friends sang a song together. The song was about our sad feeling.
		No one cheers when I only lifted a stick.
		Instead I showed my ripped pant to people. I thought that it was funny and would make people love me, but it made people annoyed.

		My pant was ripped when I tried to lift the weight.
--	---	---

5. How was the end of my dream?

 <p>This illustration will help you to write the end of the movie/ your dream.</p>	Your answer:
---	--------------

6. Your recount writing will consist of:

Title : (Number 1)

Paragraph 1 : Introducing the movie characters and settings of place and time
(Number and)

Paragraph 2 : Containing events of the story orderly. These conflicts may be
written in 1 or more paragraphs. (Number)

Last Paragraph: Containing the end of your dream and your feeling about it.
(Number)

Activity 10. Let's write your movie story using the guidance above.
(Experimental Class)

D. Independent Construction of the Text

Activity 8. Write a recount text based some topics given. Do it individually.
(Control Class)

To write your own recount, you could:

- Write for a wall magazine telling about your trip to the Borobudur.
- Tell your friends what happened in the last episode of your favourite TV serials.
- Write to your pen-friend telling about the last Independent Day Festival.
- Write about something that happened at your school.

Choose a story of your own.

Activity 11. Watch a communicative cartoon movie: “A Valentine Day”
(Experimental Class)

Activity 12. Let’s write your movie story. *(Experimental Class)*

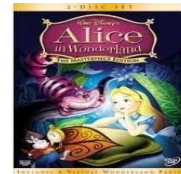
NARRATIVE MATERIAL

A. *Building Knowledge of Field*

Activity 1. Discuss these questions with friends.

1. Do you tell local folktales or legends to your little sisters or brothers?
2. Which folktale or local legends do you like best?
3. Who were the characters?
4. What happened to these characters?
5. Was it a sad or happy ending?

Activity 2. Look at the pictures. Have you ever heard stories about them? What are the pictures about?



Activity 3. Study the following words related to a recount text that is going to be discussed in the next section!

English	Pronunciation	Part of Speech	Indonesian
step mother	/stɒp məðər/	Noun	ibu tiri
bossy	/bɒsi/	Adjective	suka menyuruh
greedy	/grɪdi/	Adjective	serakah
arrogant	/ɒrəɡənt/	Adjective	sombong
hate	/hét/	Verb	sembenci
guard	/gɜːrd/	Noun	pengawal
prince	/prɪns/	Noun	pangeran
farm	/fɜːm/	Noun	ladang
decide	/dəsájd/	Verb	memutuskan
expel	/ɪkspél/	Verb	mengusir

B. Modeling of Text

Activity 4. Read the following text and answer the questions below based on the information of the text. Discuss with your partners.

Sarah, a Melon Girl

(ORIENTATION) Once upon a time there was a beautiful girl called Sarah, who lived with her step mother. Her step mother was very bossy, greedy and arrogant. She hated Sarah a lot.

(COMPLICATION) One day when her father was working out side, the step mother hit Sarah and expelled her from the house. She went out side and walked far away from the house. Suddenly she saw a big melon farm and went in it. After that she hid in a big melon. She used to go out of the melon and get her food.

(COMPLICATION) One day a prince visited the farm and saw the big melon. "Cut this melon I want to eat it, the prince said. The prince's guards started to cut the melon but they heard a voice from it. Sarah said "Don't cut me please!" They were all surprised at this situation. The prince said "Who are you? Calm down, please come out." After that she came out. He fell in love with her.

(RESOLUTION) She told him her story so the prince decided to marry her and they lived happily ever after.

6. What is the text about?
7. What is the orientation of the text?
8. What is the complication of the text?
9. What is the resolution of the text?
10. In general, state the function of a narrative text!

Activity 5. In pairs, study the explanations below. Then change the verbs into the correct forms (Simple Past Tense and Past Continuous Tense). Look at the example!

1. Simple Past Tense

Simple Past Tense is used to state activities in a certain time in a past. The adverbial times which are used to state past tense are *last, yesterday, ago*, etc.

S + V2 (Regular and Irregular verb)

e.g. *The princes arrived.*

e.g. *The king went to the jungle.*

2. Past Continuous Tense

Past Continuous tense is used to say that someone was in the middle of doing something at a certain time in a past. The adverbial times which are used to state past continuous tense are *last*, *yesterday*, *.... ago*, etc. The signal words of Past Continuous Tense are *when*, *while*, *as long as*.

I/ he/ she/ it + was	}	+ V ing
You/ they/ we + were		

Examples: *The king was leaving the palace.*
The dwarfs were playing the fire ball.

3. We often use Past Continuous Tense and Simple Past Tense together to say that something happened in the middle of something else.

Past Continuous tense + when + simple past tense
 e.g. She was crying when the old woman came.

Simple past tense + while + Past Continuous tense
 e.g. He went while I was sleeping.

4. In a narrative text you also use time connections and conjunctions. Here are examples of:

Time connections	when at last soon then after finally before in the end
Conjunctions	therefore as a result besides so that moreover furthermore

1. The elephants *were bathing* (bath) in the river bank when the hunter *came* (come).
2. It.....(rain) when the visitors(arrive).

3. The old woman(find) the cat while she.....(pick) the fruits.
4. The shepherd(sleep) when the tiger(attack) one of his goats.
5. The little boy(rescue) the turtle while he.....(swim) in the shore.
6. The farmer.....(catch) the monkey when it.....(eat) the bananas.

Activity 6. Correct the verbs of the text below and identify the generic structure. Do with your partner. (*Control Class*)

Snow White

Long ago, in the Neverland, there (live) a very beautiful princess, Snow White. The Queen (is) her stepmother. She (is) very jealous of her beauty. So she (want) her to die.

Snow White (know) about the evil plan. She (escape) into a forest. There she (make) friends with seven dwarfs. The queen (turn) into a witch. Snow White (do) not realize it. The witch (give) her a poisoned apple. As a result, Snow White (sleep) until she (get) her first love.

Fortunately, in the end, Prince Charming (revive) her with a kiss. They (live) together happily ever after.

1. What is the text about?
2. What is the orientation of the text?
3. What is the complication of the text?
4. What is the resolution of the text?

Activity 6. Discuss the explanation below. Then correct the verbs of the text below and identify the generic structure. Do with your partner. (*Experimental Class*)

Writing Narrative Using Communicative Cartoon Movies

Different writers organise their stories in different ways. However, they usually give their information about:

- a. the setting (the place, time)
- b. the characters (the people in the story)
- c. the complication (the conflict in the story)
- d. the outcome (what happened in the end)

The narrative text based on a Communicative Cartoon Movie story consists of:

- ORIENTATION** : the setting (the place, time), the characters (the people in the story)
COMPLICATIONS : the complication (the conflict in the story)
RESOLUTION : the outcome (what happened in the end)

**A story of a communicative cartoon movie
 “Snow White”**

Long ago, in the Neverland, there (live) a very beautiful princess, Snow White. The Queen (is) her stepmother. She (is) very jealous of her beauty. So she (want) her to die.

Snow White (know) about the evil plan. She (escape) into a forest. There she (make) friends with seven dwarfs. The queen (turn) into a witch. Snow White (do) not realize it. The witch (give) her a poisoned apple. As a result, Snow White (sleep) until she (get) her first love.

Fortunately, in the end, a charming prince (revive) her with a kiss. They (live) together happily ever after.

1. What is the text about?
2. What is the orientation of the text?
3. What is the complication of the text?
4. What is the resolution of the text?

Activity 7. Name the generic structure of each paragraph and arrange them into a narrative text. Do with your partner.

Babu and the Lion

Luckily the lion didn't attack him. It was tame. There was a large thorn in its right front foot. The lion looked at Babu. It seemed to say something like: "Please help me. It's very painful." Babu walked bravely to the lion and pulled out the thorn. Babu and the lion turned out to be friends.

One day, there was a slave whose name was Babu. His master was very, very bad. You know, he often punched Babu and did not offer him food for days. Poor Babu! So he escaped into a forest and slept in a cave.

Next morning, he heard a loud roar. In front of him..., at the mouth of the cave..., was a very big lion. You see, Babu was scared to death! Kind of scary, isn't it? But he could not escape.

C. Joint Construction of Text

Activity 8. With a friend, choose a folktale or a local legend in Java Island, then write into a story. Use the story plan below to write notes for your narrative. (*Control Class*)

Where and when?

Who were in the story?

What was the problem?

How did they try to solve the problem?

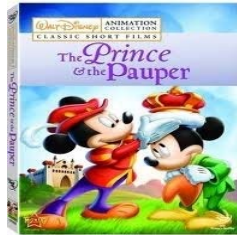
How did the story end?

Activity 8. Watch a communicative cartoon movie: “*The Prince and the Pauper*.”

Activity 9: Discuss difficult vocabularies related to the displayed movie with your partner.

English	Pronunciation	Part of Speech	Indonesian
flourished	/flaʊrɪʃt/	Adjective	berkembang
ruthless	/rúθləs/	Adjective	kejam
greedy	/grɪdi/	Adjective	serakah
thieving captain	/θiːvɪŋ kæptən/	Noun	kapten pencuri
henchmen	/hɛntsmən/	Noun	antek
kindling	/kɪndlɪŋ/	Noun	kayu
swing it up	/swɪŋ ɪt əp/	Verb	menggoyangkannya ke atas
cobblers	/kɒbləz/	Noun	tukang sepatu
your majesty	/jɔːr mədʒəsti/	Noun	keagungan anda
royal duties	/rɔɪəl dútiz/	Noun	tugas kerajaan
dumb	/dʌm/	Adjective	bodoh
outburst	/aʊtbɜːst/	Noun	ledakan
deserve	/dəzərv/	Adjective	layak
banquet	/bæŋkwət/	Noun	perjamuan
envy	/ɪnvi/	Adjective	iri
dreary	/drɪəri/	Adjective	suram
take of place	/ték əv plés/	Verb	bertukar tempat
peasant	/piːzənt/	Noun	petani
halt	/hɔlt/	Verb	berhenti
slob	/slɒb/	Adjective	pemalas
entire inventory	/ɪntəjər ɪnvəntɔːri/	Noun	seluruh persediaan
flipped	/flɪpt/	Verb	membalik
noble man	/nóbəl mæn/	Noun	orang yang dimuliakan
alive	/əlaɪv/	Adjective	hidup
your highness	/jɔːr hájnəs/	Noun	kemuliaan Anda
gravely ill	/grévli ɪl/	Noun	sakit parah
owe	/ó/	Verb	berhutang
dungeon	/dʌndʒən/	Noun	penjara gelap bawah tanah
adieu	/ədú/	Noun	kata perpisahan
wiry lad	/wɪəri læd/	Noun	pemuda
insolent scoundrel	/ɪnsələnt	Adjective	bandel, nakal
impostor	/skáwndrəl/	Noun	penyemu
sire	/ɪmpɔːstər/	Noun	Tuan
royal companion	/sájər/	Noun	penasehat kerajaan
sworn	/rɔɪəl kəmpənjən/	Verb	bersumpah
compassion	/swɔːrn/	Noun	kasih saying
	/kəmpæʃən/		




Activity 10. Complete this work sheet as your writing guidance in pairs.



1. The Title of the movie is

.....

2. Who are they?

Cartoon Characters	Name of the characters	Description the roles/ appearances/ characteristics
		
		
		

3. What are the setting of place and time?



The place was.....

The story began when.....




4. Rearrange the jumbled conflicts as depicted in the movie!

Number these random conflicts so that they become in a good order.	Illustrations	Descriptions
		The captain jailed the prince and his friend when the prince came back to the palace after knowing his father passed away.
		The prince had an idea to take Mickey's place because he was envy with Mickey's freedom.
		The prince was so sad hearing his father died, ha wanted to come back to his palace and save people from the captain's cruel.
		The pauper, Mickey, was free to play with friends along days.
		Mickey was arrested by the captain and he was brought to the prince.
		The prince was so bored with royal duties that he had to do everyday.
		Gawrsh showed his ring as a sign that he was the prince after knowing the captain's henchmen made a trouble.

		The prince, Gawrsh, pretended to be the pauper and Mickey acted like the prince.
		The prince and the pauper met for the first time. They were shock when they looked each other. They had same body size and face.

5. How is the end of the story?

 <p>These illustrations will help you to write the end of the story.</p>	Your answer:
--	---------------------

6. Your narrative writing will consist of:

Title : (Number 1)

Paragraph 1 : Introducing the movie characters and settings of place and time. (Number and)

Paragraph 2 : Containing conflicts of the story orderly. These conflicts may be written in 1 or more paragraphs. (Number)

Last Paragraph: Containing the end of the story. (Number.....)

Activity 10. Let's write your movie story using the guidance above.
(*Experimental Class*)

D. Independent Construction of the Text

Activity 9. Now let's write a story individually. Choose one of the titles below, and then write into a story. (*Control Class*)

1. Anna and The Witch
2. The Swan Princess
3. The Frog Prince

Activity 11. Watch a communicative cartoon movie: "*The Legend of Sleepy Hollow.*" (*Experimental Class*)

Activity 12. Let's write your movie story. (*Experimental Class*)

**OBSERVATION DURING THE RESEARCH
EXPERIMENTAL CLASS**

Element	Response		Comments
	Yes	No	
Interpersonal and Small Group Skills	√		All of the groupworks can cooperate effectively; they have a good communication.
Face-to-face interaction	√		Each member gives contributions by helping, sharing, encouraging efforts to produce, although some of students are passive.
Positive Interdependence	√		Overall, each groupwork can perform well to present their tasks answers.
Individual accountability	√		Each member is able to do the task. They can understand the material together.
Group Processing	√		Most of groupworks can discuss well in each exercise to achieve their goals.

Teacher


DEWI MARLINA, S Pd.
NIP. 19780415 200801 2 019

Pacitan, April 2012
Researcher



TITIS DEWI CAKRAWATI
NIM.08202241038

**OBSERVATION DURING THE RESEARCH
CONTROL CLASS**

Element	Response		Comments
	Yes	No	
Interpersonal and Small Group Skills	√		The students can develop their leadership instructorship so they can make decision well.
Face-to-face interaction	√		Each member is able to explain, discuss, and teach what they know to teammates. Each member tries to help passive students in their groups.
Positive Interdependence	√		All members are responsible to give contributions for their group's performances.
Individual accountability	√		Each member is able to do the tasks given. The students actively give contribution to their works.
Group Processing	√		Each groupwork discusses well to achieve their goals and maintain effective workings.

Teacher


DEWI MARLINA, S Pd.
NIP. 19780415 200801 2 019

Pacitan, April 2012
Researcher



TITIS DEWI CAKRAWATI
NIM.08202241038

Inter-Rater Reliability (Pre-Test / Control Class)

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.909	2

Intraclass Correlation Coefficient

	Intraclass Correlation ^a	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.832 ^b	.678	.917	10.930	29.0	29	.000
Average Measures	.909 ^c	.808	.956	10.930	29.0	29	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

- a. Type C intraclass correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.
- b. The estimator is the same, whether the interaction effect is present or not.
- c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

Inter-Rater Reliability (Pre-Test / Experimental Class)

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.911	2

Intraclass Correlation Coefficient

	Intraclass Correlation ^a	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.836 ^b	.684	.918	11.187	29.0	29	.000
Average Measures	.911 ^c	.812	.957	11.187	29.0	29	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

- a. Type C intraclass correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.
- b. The estimator is the same, whether the interaction effect is present or not.
- c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

Inter-Rater Reliability (Post-Test / Control Class)

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.971	2

Intraclass Correlation Coefficient

	Intraclass Correlation ^a	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.943 ^b	.884	.973	34.227	29.0	29	.000
Average Measures	.971 ^c	.939	.986	34.227	29.0	29	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

- a. Type C intraclass correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.
- b. The estimator is the same, whether the interaction effect is present or not.
- c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

Inter-Rater Reliability (Post-Test / Experimental Class)

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.976	2

Intraclass Correlation Coefficient

	Intraclass Correlation ^a	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.953 ^b	.904	.977	41.551	29.0	29	.000
Average Measures	.976 ^c	.949	.989	41.551	29.0	29	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

- a. Type C intraclass correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.
- b. The estimator is the same, whether the interaction effect is present or not.
- c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

DESCRIPTIVE STATISTICS

Statistics

		Pretest Kontrol	Pretest Eksperimen	Posttest Kontrol	Posttest Eksperimen
N	Valid	30	30	30	30
	Missing	0	0	0	0
Mean		60.2500	59.6333	70.3667	76.7333
Median		59.0000	60.2500	70.0000	76.2500
Mode		55.50 ^a	51.00 ^a	70.00 ^a	76.00
Std. Deviation		6.66146	4.82975	4.54467	3.05336
Minimum		51.00	51.00	61.50	72.50
Maximum		76.00	67.50	83.50	85.00
Sum		1807.50	1789.00	2111.00	2302.00

a. Multiple modes exist. The smallest value is shown

NORMALITY TEST

One-Sample Kolmogorov-Smirnov Test

		Pretest Kontrol	Pretest Eksperimen	Posttest Kontrol	Posttest Eksperimen
N		30	30	30	30
Normal Parameters ^{a,b}	Mean	60.2500	59.6333	70.3667	76.7333
	Std. Deviation	6.66146	4.82975	4.54467	3.05336
Most Extreme Differences	Absolute	.122	.078	.178	.164
	Positive	.122	.075	.178	.164
	Negative	-.082	-.078	-.097	-.110
Kolmogorov-Smirnov Z		.667	.428	.974	.897
Asymp. Sig. (2-tailed)		.765	.993	.298	.397

a. Test distribution is Normal.

b. Calculated from data.

HOMOGENEITY TEST

Test of Homogeneity of Variances

WritingSkillPretest

Levene Statistic	df1	df2	Sig.
1.584	1	58	.213

Test of Homogeneity of Variances

WritingSkillPosttest

Levene Statistic	df1	df2	Sig.
1.263	1	58	.266

T-Test

Group Statistics

	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
WritingSkillPretest	Kontrol	30	60.2500	6.66146	1.21621
	Eksperimen	30	59.6333	4.82975	.88179
WritingSkillPosttest	Kontrol	30	70.3667	4.54467	.82974
	Eksperimen	30	76.7333	3.05336	.55746

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
WritingSkillPretest	Equal variances assumed	1.584	.213	.410	58	.683	.61667	1.50224	-2.39039	3.62372
	Equal variances not assumed			.410	52.888	.683	.61667	1.50224	-2.39659	3.62992
WritingSkillPosttest	Equal variances assumed	1.263	.266	-6.369	58	.000	-6.36667	.99962	-8.36762	-4.36572
	Equal variances not assumed			-6.369	50.749	.000	-6.36667	.99962	-8.37372	-4.35961

CATEGORIZATION

Pre-Test Scores (Control Class)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	4	13.3	13.3	13.3
	Fair	26	86.7	86.7	100.0
	Total	30	100.0	100.0	

Post-Test Scores (Control Class)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	25	83.3	83.3	83.3
	Fair	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Pre-Test Scores (Experimental Class)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	2	6.7	6.7	6.7
	Fair	28	93.3	93.3	100.0
	Total	30	100.0	100.0	

Post-Test Scores (Experimental Class)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	30	100.0	100.0	100.0

Pre-Test Scores (Control Class)

No	Induk	Name	Pre-Test		Mean
			Rater 1	Rater 2	
1	6044	AHMAD RIFA'I	57	54	55,5
2	6045	AJENG PRADITYA	59	57	58
3	6046	ALFIAN HARDIYANTO	55	57	56
4	6047	BAGAS ALFATH DINYAR	51	53	52
5	6048	ANDRI SETIAWAN	53	55	54
6	6049	ALISA	73	72	72,5
7	6050	BAYU INDRA GUNAWAN	51	51	51
8	6051	CHOIRUL USMAN ABIDIN	52	55	53,5
9	6052	DEWI LATIFAH	60	61	60,5
10	6053	DINA LISTANI	69	67	68
11	6054	ESTI YUBAEDAH	53	52	52,5
12	6055	LUCKY NORTIANA PARAMITA	57	56	56,5
13	6056	DWI PUTRA SUBAKTI	59	59	59
14	6057	HIDAYATUL MUNAWAROH	60	61	60,5
15	6058	IHWAN MUZAKI	58	59	58,5
16	6059	INDAH ROSMAYANTI	65	64	64,5
17	6060	IRMA CITRA SAFITRI	75	75	75
18	6061	JOKO SUSANTO	56	55	55,5
19	6062	KRISLISTIOSO WENI	64	64	64
20	6063	LAURA YULANDA ISTIFANI	65	68	66,5
21	6064	LISA KURNIAWATI	67	65	66
22	6065	EDY KURNIAWAN	63	61	62
23	6066	M HANIF	60	60	60
24	6067	RANI PUSPITASARI	52	51	51,5
25	6068	ROBITOH HUSNA	77	75	76
26	6069	SAIFUL ANWAR SOLEH	60	62	61
27	6070	ZAINAB LUXFI'I	58	60	59
28	6071	TRANG WIBOWO	55	58	56,5
29	6072	WAHYU ISKANDAR	63	66	64,5
30	6073	WAHYU PRATAMA	56	59	57,5

Post-Test Scores (Control Class)

No	Induk	Name	Post-Test		Mean
			Rater 1	Rater 2	
1	6044	AHMAD RIFA'I	67	68	67,5
2	6045	AJENG PRADITYA	75	70	72,5
3	6046	ALFIAN HARDIYANTO	64	63	63,5
4	6047	BAGAS ALFATH DINYAR	67	68	67,5
5	6048	ANDRI SETIAWAN	62	61	61,5
6	6049	ALISA	80	80	80
7	6050	BAYU INDRA GUNAWAN	66	66	66
8	6051	CHOIRUL USMAN ABIDIN	68	68	68
9	6052	DEWI LATIFAH	71	70	70,5
10	6053	DINA LISTANI	72	69	70,5
11	6054	ESTI YUBAEDAH	68	69	68,5
12	6055	LUCKY NORTIANA PARAMITA	69	68	68,5
13	6056	DWI PUTRA SUBAKTI	70	70	70
14	6057	HIDAYATUL MUNAWAROH	72	70	71
15	6058	IHWAN MUZAKI	70	68	69
16	6059	INDAH ROSMAYANTI	72	71	71,5
17	6060	IRMA CITRA SAFITRI	80	78	79
18	6061	JOKO SUSANTO	71	69	70
19	6062	KRISLISTIOSO WENI	70	72	71
20	6063	LAURA YULANDA ISTIFANI	71	71	71
21	6064	LISA KURNIAWATI	72	72	72
22	6065	EDY KURNIAWAN	75	75	75
23	6066	M HANIF	70	69	69,5
24	6067	RANI PUSPITASARI	69	64	66,5
25	6068	ROBITOH HUSNA	84	83	83,5
26	6069	SAIFUL ANWAR SOLEH	71	69	70
27	6070	ZAINAB LUXFI'I	70	69	69,5
28	6071	TRANG WIBOWO	70	68	69
29	6072	WAHYU ISKANDAR	74	73	73,5
30	6073	WAHYU PRATAMA	66	65	65,5

Pre-Test Scores (Experimental Class)

No	Induk	Name	Pre-Test		Mean
			Rater 1	Rater 2	
1	6268	AGUS SAHRIN	57	56	56,5
2	6269	ANA SETYANINGRUM	61	59	60
3	6270	AISYAH NUR FAJRI	58	57	57,5
4	6271	ALDIANSAH	61	64	62,5
5	6272	AHMAD FAUZI	51	51	51
6	6273	ANDI SAPUTRO	64	62	63
7	6274	ARIEF NUR EHSAN	56	55	55,5
8	6275	DIANA EVI AGUSTIN	66	64	65
9	6276	INDAH MEILIA HASTUTI	51	51	51
10	6277	DENI HUDA ANDITTAMA	52	54	53
11	6278	DEWI PRASTIYORINI	60	61	60,5
12	6279	AYUSTIN NUR AZIAH	62	62	62
13	6280	FEBRI WIRANINGRUM	59	57	58
14	6281	FIKA ARNISA CANDRA DEWI	68	65	66,5
15	6282	CHOIRUN NINGAM	54	52	53
16	6283	INTAN DWI NOVITASARI	60	62	61
17	6284	IQWAN SAMTOSO	57	56	56,5
18	6285	KHOIRUL MUSTAKIM	60	57	58,5
19	6286	LABIB AHMA	68	67	67,5
20	6287	MIKE NUR FADILAH	56	59	57,5
21	6288	MUHAMMAD KHOIRUL J.T .	66	66	66
22	6289	NOFA ADI ARI Fianto	66	64	65
23	6290	RAVELINO AHYAR FERDIANT	60	63	61,5
24	6291	PUTRA BOWO LEKSMONO	55	57	56
25	6292	PUTRI NIANGSARI	62	60	61
26	6293	RANI KRISTIANA MAYASARI	64	63	63,5
27	6294	NOVAL AGATHA WIJAYA	55	54	54,5
28	6295	RIRIN MARTIKA RAHMAWATI	62	64	63
29	6296	VIAN VIDI ATMADJA	55	55	55
30	6297	VIVI MARFUAH	66	69	67,5

Post-Test Scores (Experimental Class)

No	Induk	Name	Post-Test		Mean
			Rater 1	Rater 2	
1	6268	AGUS SAHRIN	73	73	73
2	6269	ANA SETYANINGRUM	79	78	78.5
3	6270	AISYAH NUR FAJRI	74	74	74
4	6271	ALDIANSAH	77	77	77
5	6272	AHMAD FAUZI	74	73	73.5
6	6273	ANDI SAPUTRO	76	77	76.5
7	6274	ARIEF NUR EHSAN	73	72	72.5
8	6275	DIANA EVI AGUSTIN	81	80	80.5
9	6276	INDAH MEILIA HASTUTI	73	72	72.5
10	6277	DENI HUDA ANDITTAMA	73	72	72.5
11	6278	DEWI PRASTIYORINI	80	82	81
12	6279	AYUSTIN NUR AZIAH	81	80	80.5
13	6280	FEBRI WIRANINGRUM	76	75	75.5
14	6281	FIKA ARNISA CANDRA DEWI	76	75	75.5
15	6282	CHOIRUN NINGAM	77	76	76.5
16	6283	INTAN DWI NOVITASARI	77	76	76.5
17	6284	IQWAN SAMTOSO	76	76	76
18	6285	KHOIRUL MUSTAKIM	76	75	75.5
19	6286	LABIB AHMA	76	77	76.5
20	6287	MIKE NUR FADILAH	78	79	78.5
21	6288	MUHAMMAD KHOIRUL J.T .	76	76	76
22	6289	NOFA ADI ARI Fianto	76	76	76
23	6290	RAVELINO AHYAR FERDIANT	77	78	77.5
24	6291	PUTRA BOWO LEKSMONO	78	77	77.5
25	6292	PUTRI NIANGSARI	76	76	76
26	6293	RANI KRISTIANA MAYASARI	81	81	81
27	6294	NOVAL AGATHA WIJAYA	76	76	76
28	6295	RIRIN MARTIKA RAHMAWATI	83	80	81.5
29	6296	VIAN VIDI ATMADJA	72	74	73
30	6297	VIVI MARFUAH	85	85	85

Nama : Robitoh Husna.

No : 25

Klas : 8a.

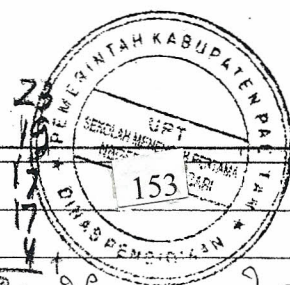
X-24

18

17

17

17



RECOUNT TEXT

Went To Madiun

Orientation

Last holiday, I and my family went to madiun.

Events in order :

We went there by van, in the morning. In the middle journey we stopped in a mosque, because I, my father, and my young sisters wanted to urinate. There were many stories beside the mosque, so, my mother bought some snack there.

After that, we continued our journey. The scenery as long as way was very beautiful. Unconsciously we arrived in Plaza madiun. It was very big and noisy. I and my sisters went to Gramedia soon. It was very large and many books there. My sister Yumna bought a book with title "Menjadi Pembicara Hebat" and she also bought an electronic dictionary "Alfalink". I bought a diary there, and my young sisters Rahma and Hanik bought a funny doll. While my mother bought some milk powder and some teeth pastes, but she didn't buy that in Gramedia, but in Plaza.

After that, we went to Ponorogo mosque. We prayed Zhuhur and Ashar there. We also took a rest and had lunch with meatball there.

Then, I and my sisters went to Poper. We went there on foot, because it was near from Ponorogo mosque. I bought a red beautiful watch there, my sister Yumna bought a long green T-shirt, my sister Rahma bought a green jacket, and my sister Hanik bought a pencil box.

Finally, we went home. When we went home, we dropped in a meat soup store to buy some meat soup. Then, we continued our traveling home journey.

Reorientation :

When arrived home, we felt very tired, but we were very happy. That's very interesting journey.

NARRATIVE TEXT

Cinderella

Orientation :

Once upon a time, there was a unhappy young girl, named cinderella. Her mother was dead and her father had married a widow with two daughters.

Complication:

Cinderella's stepmother was dislikes her ^{cinderella} one little bit ^{her} love just for her own daughters.

Every day, Cinderella must did all homework. Like dishes washed the dishes, se swept the floor, tidied up her stepsisters' room, ect. Or, She got her stepmother angry. That make her sad.

One day, the prince would like to held a ball. Her stepmother and stepsisters were ready to joined that ball. Cinderella was verry wanted to join them, but ~~the~~ she was very afraid to ask them. She ~~to~~ knowed they never let she join. Cinderella was very sad.

~~We~~ When cinderella alone at home, she cried. and suddenly a fairy appeared. She say said

“ Cinderella, don't cried, I know, you was verry wanted to attended the ball. I would like to help you cinderella.”

Then, ~~Cinderella~~ the fairy shaked her magic wand

$$x = 21$$

$$16$$

$$16$$

$$17$$

$$9$$

$$74$$

$$y = 21$$

$$15$$

$$15$$

$$15$$

$$4$$

$$70$$



Nama : Vivi Marfuah

No : 30

Kelas : B H

Holiday

Last Holiday, my family and I went to Nawangan. the long time was two week. we would stay overnight ^{at} the my aunt's house.

^{really} On friday, we even went to drive motorcycle. In journey, I very enjoyed beautifoll scenery. After ^{that} ~~that~~, we took rest and sleep. The day was afternoon, we lined ^{from} ~~for~~ bathe. There sky was very cool, but also fresh. The next day, I was invited my cousin to walk. ^{It was} ~~Really~~ tired, because only on foot. The slippery road ~~and~~ up and down, much less run out of rain, the way ~~a~~ lot of water. That ^{cool} shady trees ^{was} ~~cool~~ the atmos-
phere, and the melodious sound of birds chirping. friendly people and good people there, so I felt at home there. When I was on the road, I was in the friendly greetings with. It was ^{the afternoon} ~~noon~~, we returned home. The time for went home, I had forgotten the path back home, because I had not used there. fortunately I was with my cousin.

After two weeks ^{went} by, I and my family home. But I have got a pleasant experience there. hopefully I would be on vacation ~~there~~ again. We were very tired; but, we ^{were} ~~are~~ very happy.

$$\begin{array}{r} 9 = 21 \\ 16 \\ 15 \\ 14 \\ 4 \\ \hline 70 \end{array}$$

$$\begin{array}{r} X = 20 \\ 15 \\ 13 \\ 14 \\ 4 \\ \hline 66 \end{array}$$

Cinderelas

Once upon a time, There lived a mother and children in the middle of forest. Cinderelas lived in the forest together with her mother. Cinderelas held out lived of playing and took harvest ~~per~~ from forest. Sometimes she hunted animals and sell in the market.

One day, Cinderelas asked to her mother. She wanted wish who her father. But, her mother ~~not~~ once ~~of~~ honest. She ^{was} angry, she ~~not~~ ~~still~~ work and ~~not~~ ~~still~~ eat. Saw the children of as those, her mother grew felt empty. Cinderelas gave those that she the children Prabu panji asmara baron in the Jenggala castle.

Previous, the mother ~~threw~~ ^{was left} in the middle of forest by Prabu panji Asmara baron. She ~~not~~ ~~accepted~~ her mother in vain. She ^{was} very angry. And she farewell to her mother, she wish asceticism in the middle of forest. She asceticism in the under tree, there was mithy. Fall to her, and fall of touched adversely cinderelas. Mithy call was heard by cinderelas. and that bird asked ~~for~~ give with soft, and asked to cinderelas. After that, mithy call gave 4 egg. That egg was big like chicken egg. After that, the birds ~~came~~ back to the nest. And Cinderelas came back to hut of her mother.

$$\begin{array}{r} x = 20 \\ 15 \\ 13 \\ 14 \\ \hline 66 \end{array}$$

$$\begin{array}{r} y = 20 \\ 16 \\ 15 \\ 13 \\ \hline 68 \end{array}$$

Name : Robitoh Husna
Num : 23
Class : 8a.

English

y: 27
18
15
19
4
83

x: 27
18



NARRATIVE TEXT

Cinderella

✿ Orientation

Once upon a time there lived an unhappy young girl, named Cinderella.

✿ Conflict

Her mother was dead, and her father had married a widow with two daughters. Her stepmother didn't like her one little bit. All her kind thoughts and loving touch were for her own daughters.

Every day Cinderella had to do all works at home or she would get anger from her stepmother and her stepsisters. One day, in the morning, her stepmother called her to prepare her breakfast, she shouted at her "Cinderella...!". Every day Cinderella was always upstaged by her stepmother and her stepsisters, it made her really sad.

One day beautiful new dress arrived at home. The ball, was to be held at the palace and her stepsisters were getting ready to go. Cinderella didn't even dare ask if she could go too. She knew very well, what the answer would be. She imagined what the stepmother would said, "You? You're staying at home to wash dishes, clean the floor, and turn down the bed for your stepsisters, they will come home tired and very sleepy...". Cinderella sighed "oh god I'm so unhappy..." and she was crying.

Suddenly, something amazing happened, there was a burst of light and a fairy appeared, "I know you want to go to the ball, and so you shall." The fairy smiled. With a flick of her magic wand, Cinderella found herself wearing the most beautiful dress she had ever seen.

In the ball, prince no looked good girl except the one who wore an amazing dress and having marvelous beauty. Certainly prince fell in love with Cinderella.

Cinderella had a wonderful time at the ball, until she heard the first stroke of midnight. She remembered what the fairy had said, and without a word of goodbye she slipped from the prince arms and run down the steps. As she run she lost one of her slippers.

The prince who was now madly with Cinderella, picked up the slipper and said to his ministers "go and search everywhere for the girl".

whose foot this slipper fits. I'll never be content until I find her!"

So the ministers tried the slipper on the foot of every girl in the land until only Cinderella was left.

"That untidy girl can't be at the ball" snapped the stepmother, "tell the prince she ~~said~~ should married one of my ~~two~~ daughters, can you see how ugly Cinderella is?" but, to everyone's amazement, the shoe fitted her perfectly.

Suddenly the fairy appeared and waved her magic wand. In a flash Cinderella appeared in a splendid dress, shining with youth and beauty. **Reorientation: Resolution**

Her step mother and stepsisters gaped at her in amazement, and the ministers said "come with us Cinderella the prince is waiting for you!" so Cinderella married the prince and lived happily ever after.

RECOUNT TEXT

My Sweet 14th Birthday

Orientation:

On Sunday, 20th of November 2011, I was very happy.

Events in order:

It was my 14th birthday. I didn't think my friends would give me a beautiful surprise.

At that time, actually we would clean the class' floor, but when I entered class, my friend sang happy birthday song for me, and brought a birthday cake. I'm so happy and I couldn't say anything.

When the happy birthday song finished, my friend commanded me to blow the candle, and cut the birthday cake, it was very happy moment.

And then, we ate the birthday cake together. we didn't forget to take some photos in that moment.

Reorientation:

I will never forget it.

The End

25

19

16

19

11

83

25

19

17

19

4

84

Nama : Vini Marfuah

No : 30

Kelas : VIII H

Text RECOUNT

9.27

18

16

20

4

85

x =

27

18

16

20

4

85

85

85

85

85

85

85

85

85

85

85

85

85

85

85

85

85

85

85

85

85

85

85

85

85

85

85

85

85

85

85

85

85

85

85

85

85

85

85

In the Srau Beach

in the last month, my family and I went to the Srau beach. My family and I rode a motorcycle at 09:00 am on Sunday morning, my family and I went to the Srau beach. During the trip, I enjoyed the beautiful scenery. Arriving there, I and my family walked on the rocks. Many people fished on the edge of the rocks, and the results were not small. After that, my family and I took a break. I bought an ice cream and snacks. Do not forget, I was also buying ice cream. After the break, I looked for shells on the beach. The rocks were beautiful, I looked up to me and my family much after it went around the Srau coast.

Because the beach was very wide, my family and I went for a walk using motorcycle. Because if I used the foot was not enough. There was very hot, but breezy winds and the sound waves, making me felt at home there. Did not felt was at one o'clock. My family and I practiced midday prayers at mosque around the coast. After that, we went for a walk again, all of a sudden it rains, we were sheltering. When it was, my family and I accidentally met my brother who was also traveling, Our shelter together.

Relentless rain, made me wet because the rain mixed with the wind. After the rain, let me go home. I came home with a souvenir shells that I was looking for earlier. I felt happy and want to repeat the current like this again. Hopefully next time would be more enjoyable vacation.

Narrative

Malin Kundang legend.

Malin was a smart kid but a bit naughty. He often chased chickens and hit him with broom. One day, when Malin chased a chicken, he tripped off a rock and a rock hit his right arm injury. The injury was a trace and could not feel sorry for his mother who worked hard to earn a living to raise her. Malin decided to wander in order to become rich after returned home soon. Mr. Malin Kundang inevitably disagreed, Consider her husband also never returned after wandering away but continued to insist that malin. Eventually he was willing to go wander malin Kundang was a lot to learn about quiet ship on the crew experienced.

Along the way, suddenly Malin Kundang's ship was attacked by pirates. Even most of the crew and people on the ship was killed by the pirates. Mal Kundang has lucky, he was hiding in a small space endose ^{from} the timber so a not to be killed by the pirates. Malin Kundang adrifted amid the sea, until finally the ship stranded on a beach. With his energy, Malin walked to a nearby village from the beach. Marooned villages were malin was a very ferti village, with tenacity and perseverance in work, over time malin had become a wealthy man. It has a lot of merchant ships with men, more than 100 people. Became rich, Malin Kundang married girl to be his wife. After a long marriage, malin and his wife set sile with the crew and a lot of bodyguards. Malin's mother saw the arrived of the ship in the deck, they saw there are two people were standing on the deck. He believed that it was malin and his wife. Mr. Malin was heading to the ship. One close enough, she saw twelve people injured in the hand right, the more convinced his mother that he approached ~~malin~~ malin Kundang. "Malin Kundang, my son, why did you go so long without send any news?" She said, hug malin Kundang. But to saw an old woman dress in tattered and filthy hug, malin Kundang became angry even though he knew that the old lady was his mother, because she was embarrassed when it knew that his wife and his men. Get treated like that of his mother Malin Kundang ^{was} very angry. He had not expected her to be a rebellious child. Because mount anger, cursing his mother: malin "Oh god, if he is my son, I curse he becomes a rock."

Not long after Malin Kundang was back and went sailing trip came amid a violent storm destroyed the malin Kundang ship. After that, Malin Kundang body slowly became stiff and gradually ship ~~and~~ ^{and} shaped into rock. Until now Batu Malin Kundang ~~was~~ ^{was} at a beach in west Sumatra.

$$\begin{array}{r}
 y: 26 \quad x: 28 \\
 18 \\
 17 \\
 20 \\
 4 \\
 \hline
 85
 \end{array}
 \quad
 \begin{array}{r}
 18 \\
 16 \\
 19 \\
 4 \\
 \hline
 85
 \end{array}$$

SURAT KETERANGAN

Yang bertanda tangan di bawah ini:

Nama : Dewi Marlina, S Pd.

NIP : 197804152008012019

Pekerjaan : Guru Bahasa Inggris kelas VIII SMP N I Arjosari

menyatakan bahwa saya telah menganalisis data berupa karangan sederhana bahasa Inggris peserta didik kelas VIII SMP N I Arjosari, yang merupakan hasil penelitian dari mahasiswa.

Nama : Titis Dewi Cakrawati

NIM : 08202241038

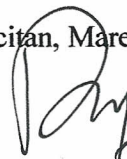
Jurusan : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Pengambilan data tersebut dilakukan dalam rangka memenuhi salah satu tahap penyelesaian Tugas Akhir Skripsi yang berjudul ” **The Effect of Using Communicative Cartoon Movies With Fantasy Genre on the Teaching of Writing Skill in the Second Grade of SMPN I Arjosari, Pacitan, East Java in the Academic Year of 2011/2012** “. Dalam hal ini saya bertindak sebagai **Expert Judgment** sekaligus **Penilai I**.

Demikian pernyataan ini saya buat. Semoga dapat digunakan sebagaimana mestinya.

Pacitan, Maret 2012



Dewi Marlina, S Pd.
NIP. 197804152008012019



FRM/FBS/33-01
10 Jan 2011

Nomor : 248/UN.34.12/PP/II/2012
Lampiran : --
Hal : **Permohonan Izin Penelitian**

9 Februari 2012

Kepada Yth.
Kepala SMP Negeri I Arjosari Pacitan Jawa Timur

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS) Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

The Effect of Using Communicative Cartoon Movies with Fantasy Genre on the Teaching of Writing Skill of the Second Grade of SMPN I Arjosari Pacitan East Jawa in the Academic Year of 2011/2012

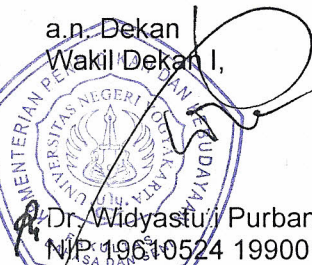
Mahasiswa dimaksud adalah :

Nama : TITIS DEWI CAKRAWATI
NIM : 08202241038
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Februari – April 2012

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan I,


Dr. Widyastuti Purbani, M.A.
NIP. 19610524 199001 2 001



PEMERINTAH KABUPATEN PACITAN
DINAS PENDIDIKAN KABUPATEN PACITAN
UPT SMP N 1 ARJOSARI
 Jl. Raya Nawangan No. 3 Arjosari Telp. (0357) 631003
PACITAN

Kode Pos 63581

SURAT KETERANGAN

Nomor: 800 /069 /408.37.15.05/2012

Yang bertanda tangan di bawah ini Kepala UPT SMP Negeri I Arjosari Kabupaten Pacitan Propinsi Jawa Timur, dengan ini menerangkan bahwa:

Nama : TITIS DEWI CAKRAWATI
 Tempat, Tanggal lahir: Pacitan, 15 Juli 1990
 NIM : 08202241038
 Program Studi : Pendidikan Bahasa Inggris
 Universitas : Universitas Negeri Yogyakarta

Telah melaksanakan Penelitian dalam rangka Penyusunan Skripsi dengan Judul **"The Effect of Using Communicative Cartoon Movies with Fantasy Genre on the Teaching of Writing Skill at the Second Grade of SMPN I Arjosari, Pacitan, East Java in the Academic Year of 2011/2012"**.

Tanggal Penelitian : Februari – April 2012
 Tempat : UPT SMPN I Arjosari

Demikian surat keterangan ini dibuat untuk dipergunakan seperlunya.



Pacitan, 6 April 2012

Kepala Sekolah

MAHMUD, S.Pd, M.Pd

Pembina

NIP. 19661226 198901 1 002